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The ideas expressed in the journal are of the authors. The editorial Board of Edulight holds no responsibility in this regard. The Editor-in-Chief is in great debt to the members of the Editorial Board, Advisory Board and Peer-Reviewers who have extended their cooperation in bringing out the Volume 2, Issue – 3, May 2013 of the journal and also grateful to all contributors.

Suggestions for further improvement of the journal will be thankfully received.

Kalyani, West Bengal
2nd May, 2013

Dr. Prabir Pramanick
Editor-in-Chief, EDULIGHT

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RETAIL BUSINESS IN INDIA –SOME ISSUES**Dr. Biswambhar Mandal****Assistant Professor, Dept. of Commerce, University of Kalyani, Kalyani, Nadia, West Bengal****Abstract**

Services sector is the lifeline for the socio-economic growth of any country. The importance of the services sector in India's economy does not need highlighting. The spectrum of Retail Industry is quite wide in nature. Retail serves consumers through a small grocery store to a huge departmental store. We have observed for some years that Indian government was very much enthusiastic to initiate the process of opening the retail business sector to the Indian and foreign multinational corporations. Global retail players have started to enter into this industry. The size of the Indian market and the environment have made India the destination for global retail giants. A countrywide debate has emerged in the parliament and elsewhere. Some argues that if this step is taken by the central government then millions of people will fall in danger to maintain their day to day living. They expressed that there is every possibility of the foreign investors to sell their products at a very lower rate to capture the market. It is not possible for the small shopkeepers to compete with the giant business houses. The counterpart argument is that this will create huge job opportunities throughout the country as well as the customers will be benefited through this. They expressed that this will reduce many expenses like godown charges, carrying charges, transport charges etc. It is thus possible for them to supply higher quality goods at a reasonable rate. The present paper tries to discuss some issues relating to retail business in India. This paper has been divided in to sections : (i) Introduction, (ii) A Primary Idea of Retailing, (iii) Division of Retail Industry, (iv) FDI Policy in India, (v) Retailing Industry : Some features at a glance, (vi) Argument for Organised Retailing in India, (vii) Dangers within FDI in Retail Trade, (viii) Concluding Observations.

Key Words : Foreign Direct Investment, Retail Business.

Introduction

The spectrum of Retail Industry is quite wide in nature. Retail serves consumers through a small grocery store to a huge departmental store. We have observed for some years that Indian government was very much enthusiastic to initiate the process of opening the retail business sector to the Indian and foreign multinational corporations. Global retail players have started to enter into this industry. The size of the Indian market and the environment have made India the attraction for global retail giants.

A Primary Idea of Retailing

Retailing can be said to be the interface between the producer and the individual consumer buying for personal consumption. This excludes direct interface between the manufacturer and institutional buyers such as the government and other bulk customers. Retailing is the last link that connects the individual consumer with the manufacturing and distribution chain. A retailer is involved in the act of

selling goods to the individual consumer at a margin of profit. In other words, “Retailing is the final connection in the marketing channel that brings goods from manufacturers to consumers. It is the combination of activities involved in selling or renting consumer goods and services directly to ultimate consumers for their personal or household use.”⁽¹⁾ Retailing is a vibrant part of our changing society and a major source of employment. There have been sweeping changes in general retailing business over the past couple of decades. Generally most of the retailers are small- one-man or proprietary stores. Now one-man or small stores are disappearing. They have been replaced by other forms such as department and discount stores. It is the reality in some parts of the world that the retail business is dominated by smaller family-run or regionally-targeted stores. But presently more of these markets are being taken over by billion dollar multinational conglomerates.

Division of Retail Industry

The retail industry is mainly divided into:- 1) Organised and 2) Unorganised Retailing Organised retailing refers to trading activities undertaken by licensed retailers, that is, those who are registered for sales tax, income tax, etc. These include the corporate-backed hypermarkets and retail chains, and also the privately owned large retail businesses.

Unorganised retailing, on the other hand, refers to the traditional formats of low-cost retailing, for example, the local *kirana* shops, owner manned general stores, *paan/beedi* shops, convenience stores, hand cart and pavement vendors, etc.

The Indian retail sector is highly fragmented with 97 per cent of its business being run by the unorganized retailers. The organized retail however is at a very nascent stage.

FDI Policy in India

In simple words, FDI refers to capital inflows from abroad that is invested in or to enhance the production capacity of the economy.

Foreign Investment in India is governed by the FDI policy announced by the Government of India and the provision of the Foreign Exchange Management Act (FEMA) 1999. The Reserve Bank of India (‘RBI’) in this regard had issued a notification, which contains the Foreign Exchange Management (Transfer or issue of security by a person resident outside India) Regulations, 2000. This notification has been amended from time to time. The Ministry of Commerce and Industry, Government of India is the nodal agency for motoring and reviewing the FDI policy on continued basis and changes in sectoral policy/ sectoral equity cap. The FDI policy is notified through Press Notes by the Secretariat for Industrial Assistance (SIA), Department of Industrial Policy and Promotion (DIPP). The foreign investors are free to invest in India, except few sectors/activities, where prior approval from the RBI or Foreign Investment Promotion Board (‘FIPB’) would be required.

On 14 September 2012, the government of India announced the opening of FDI in multi-brand retail, subject to approvals by individual states. This decision has been welcomed by many economists and the markets, however has caused protests and an upheaval in India's central government's political coalition structure. On 20 September 2012, the Government of India formally notified the FDI reforms for single and multi brand retail, thereby making it effective under Indian law.

On 7 December 2012, the Federal Government of India allowed 51% FDI in multi-brand retail in India. The government managed to get the approval of multi-brand retail in the parliament despite heavy uproar from the opposition. Some states will allow foreign supermarkets like to open while other states will not.

Retailing Industry : Some features at a Glance

Retailing in India is one of the pillars of its economy and accounts for 14 to 15 percent of its GDP. The Indian retail market is estimated to be US\$ 450 billion and one of the top five retail markets in the world by economic value. India is one of the fastest growing retail markets in the world, with 1.2 billion people.

- It is the largest private industry in the world.
- As a service industry, retailing is the largest generator of employment after agriculture.
- Retailing in India is an age-old profession.
- The Indian retail sector is the second largest employer in the country after agriculture. It employs over four crore people. Most of them are small unorganised or self-employed retailers.

Argument for Organised Retailing in India

- The buyers will get goods at a comparatively lower price.
- The variety of products would be greater.
- Merchandise would be of assured quality with option to replace the defective goods.
- They would offer scope for market research to analysis consumer preferences.
- Removal of several buyers or middlemen.
- Higher tax collection by the government is possible.
- Provide development stimulus and improvement of standards of living.
- The Farmers or the processors may get new market opportunities.
- This will lead to an increase in employment.
- This will lead to better remuneration for the farmers.
- FDI can be a powerful catalyst to spur competition in the retail industry, due to the current scenario of low competition and poor productivity.

Dangers within FDI in Retail Trade

It is the opinion of many people that the decision to open the multi-brand retail trade to foreign supermarket chains will endanger the livelihood of more than four crore families occupied in retail trade. As a consequence, at least 20 crore people would be effected by FDI in retail. These people pointed out central government's FDI policy as anti-retailers, anti-peasants and anti-people policy. These people express their deep concern. They expressed that these foreign retail giants may make some big landlords their partners or these rural partners can also transform their land for modern farming by using their capital and technology resulting into a few big potato farms and wheat farms. The products of these big modern farms may be cheaper for some time. But on the other hand the small and marginal farmers would be compelled to transfer their land to these big farms.

Some of the dangers are as follows –

- Crores of small retailers in urban and rural areas would be thrown out on the streets creating social and economic crisis.
- The multinationals work for only profit and profit. When they get hold of the retail market, they would use their monopolistic or oligopolistic strength to hold the farmers and the consumers.
- As far as job creation in the organised retail, it will not create as many jobs as it will wipeout. Those who will lose jobs will be of the poorer sections while those who will get those will be slightly better-off.
- The income of the poorer sections will shrink because tens of thousands of van-rickshaw-pullers or three-wheeler drivers will lose jobs as bulk purchase for the giant chains will be carried by bigger vehicles employing lesser peoples.
- The entry of supermarket giants would lead to a fall in prices and increase in employment is a myth. Let us consider the experience of Vietnam. “While 18 jobs were created by a street vendor, 10 jobs by a traditional retailer and 8 jobs by a shop vendor, a supermarket needed just four persons for the same volume of produce handled. These supermarkets employed 1.2 workers per tonne of tomatoes compared to 2.9 persons employed in the traditional channel. This experience is, in fact, universal.”⁽³⁾
- International financial capital is looking for new avenues for its profits under global economic crisis and recession. The large Indian retail market is a very lucrative option for it.
- The entry of multinational players will only permit profit maximisation for international capital at the expenses of the Indian people and Indian economy.
- The producer will get better price because of this retail giants, is an another myth. Let us take an example of the country Ghana. “A cocoa farmer from Ghana gets only 3.9 per cent of the price of a typical milk chocolate bar while the retail profit margin was around 34 per cent. A banana producer got around five per cent of the final price while 34 per cent went as profits for the retailer. Similarly, 54 per cent of the final price of a pair of jeans goes to the retailers while the manufacturing workers get only 12 per cent.”⁽⁴⁾
- FDI in retail may result in collapse of the already weakened public distribution system in the country.

At the same time it may be remembered that the government has claimed that by FDI one crore employment will be generated, but the claim has no substance. The fact shows that “Walmart employed 225 people for its one supermarket, if such a retail giant was allowed in India, it would employ 214 people and render 4,000 jobless people as 1,300 retail shops would be closed down following the opening of one store of the retail giant. ... It is true that FDI in retail sector would neither create employment nor it would be in the interests of the farmers or the buyers. Firms like Walmart, TESCO and Carrefour would benefit those belonging to the higher middle class. FDI in the retail segment would in the long run detrimental for all sections of society.”⁽⁵⁾ The entry of MNC supermarket and hypermarket chains would cause severe displacement of the small and unorganised shopkeepers and traders. The entry of the giant Walmart super-market chain would have a disastrous impact. The entry of foreign supermarket would further aggravate the employment situation.

Conclusion

Small independently owned stores are facing stiff competition from the large departmental stores or superstores. In this process these stores may gradually lose their foothold in the market place. In many locations the arrival of a superstore may force nearby independents out of business. They may close down their shutters.

Crores of Indian people are today dependent upon retail trade for their livelihood. Undermining this by permitting the entry of multinational giants will only push millions into poverty and misery. This will only add to the woes of the 'real India' where over 80 crores of people eke out their survival on less than Rs 20 a day. The success of supermarket giants has meant downward pressures on wages and benefits, rampant violations of basic workers rights and threats to the standard of living in communities across the country. The short-sighted profit-making strategies may ultimately undermine Indian economy.

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**EXPLORING THE RELATIONSHIP BETWEEN TEST ANXIETY AND
ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS**

Dr. Ishita Chatterjee

**Assistant Professor, Department of Applied Psychology, University of Calcutta,
Email : ishita.cu@gmail.com**

Dr. Bipasha Sinha

**Assistant Professor (Stage-3), Dept. of Education, S. S. Jalan Girls' College,
University of Calcutta, Email : bipashasinha@gmail.com**

Abstract

This study examined the academic achievement of boys and girls in their Pre-Test Board Exams and studied the differences in test related anxiety and achievement pattern among them. Data was collected randomly from Class XI boys and girls (N=350) from Bengali medium schools under the West Bengal Board of Secondary Education (WBBSE) in Kolkata. Mean and SD of the achievement of boys and girls in terms of marks in different subject groups obtained in their Pre-Test Board Exams were done. Results indicate that boys outperformed girls in almost all subjects in their pre-test board examinations. The Test Anxiety Inventory (Spielberger, 1980) was used to find out the effects of test anxiety of boys and girls in their academic achievement. T-test and correlation between academic achievement and test anxiety revealed that girls had greater test anxiety than boys which lead them to perform less academically than the boys.

Key Words : Test Anxiety, Academic Achievement, Adolescent.

Introduction

School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child, who sees himself as a top ranking scholar, may set as his goal the attainment of the highest grade in the class. Test anxiety is an overpowering feeling of disturbance and distress among the students around the world. Crow and Crow (1969), defined academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him. Test anxiety refers to an unpleasant feeling or emotional state that has both physiological and behavioral components and that is experienced in formal testing or other evaluative situations (Dusek, 1980).

Tests and examinations at all stages of education level have been considered an important and powerful tool for decision making in our competitive society, with people of all ages being evaluated with respect to their achievement, skills and abilities. Zollar and Ben-chain (1990) have the opinion that "the era in which we live is a test-conscious age in which the lives of many people are not only

greatly influenced, but are also determined by their test performance”. Academic performance of an individual is frequently considered as a major component for understanding him/her or forming an impression about that particular individual. Academic performance is influenced by various personal, social and environmental factors (Majorbanks, 1987). Among the personal factors, ability, aptitude, interest, intelligence level, study habit, physiological and psychological well-being of an individual and so on may be mentioned. Social factors include need for recognition, need for power, achievement, recognition (Kaplan et. al. 1996). Adolescent’s academic achievement is influenced by various factors. Among them examination related anxiety has a big role to play. Examination stress is thought to prevent some individuals from reaching their academic potential. It has been found that students consistently perceive examination as a source of increase in anxiety and a situation engulfed with uncertainty/unfairness in letting them demonstrate their true achievements (Zollar and Benchain, 1990; Spielberger, 1985). Such feelings among students’ limit their potential performance during the test situation, resulting in higher test anxiety directly causing drop in the student achievement (Hill and Wigfield, 1984). Particularly for the adolescent pupils anxiety is closely associated with their physical and mental health. Anxiety in the context of learning and achievement may be conceptualized as a drive which leads to activity. Drive is also found as a behavioral tendency which may be or may not be goal directed. Here anxiety may be described as a social motive, a drive to succeed, a desire to excel. The student’s self assessment about his/ her ability has a close correlation with his/her resulting achievement. Some theories conceptualize drive is an organic motivational force rather than something environmental. It is a persisting situation rather than a brief stimulation.

Popular belief is that test related anxiety inhibits performance. Some research studies show some contrary evidences where test related anxiety influence the adolescents in an opposite direction. It even motivates them to avoid failure and achieve success (Mandler and Sarason, 1952). On the other hand it creates a hindering effect upon their achievement in academic area. Actually anxiety is a striving for avoiding failure in academic achievement. It energizes the students to perform but obviously excessive anxiety destroys the student’s performance. It is worth discussing some studies showing the statistically significant inverse relationship between test anxiety and students’ achievement since long time. Gaudry and Spielberger (1971) discussed that high test anxiety is considered as one of the main factor for low performance of students. Hancock (2001) investigated the effects of students’ test anxiety and teacher’s evaluation practices on students’ achievement and motivation at post the secondary level. He found statistically significant results which revealed that all students, especially students with high anxiety level, performed poorly and were less motivated to learn. Thus he concluded that when students who are particularly test-anxious are exposed to a highly evaluative assessment environment in their educational institution, they perform poorly and are less motivated to perform (Hancock, 2001).

Several researchers explored gender differences with respect to test anxiety and found that females have higher levels of overall test anxiety than males (Chapell et al., 2005; Cassady and Johnson, 2002;). Cassady and Johnson, (2002) explained “that one explanation for differences in test anxiety on the basis of students’ gender is that males and females feel same levels of test worry, but females have higher levels of emotionality”. Williams (1996) studied the amount of test anxiety reported by academically talented students and revealed gender differences in perceived worry and

emotionality. They found that females reported experiencing significantly more worry than the males and subsequently reported having greater anxiety leading to lower performance score than less anxious students. Hodge, McCormick and Elliott (1997) investigated the association between the Higher School Certificate, and the reported distress and anxiety levels of the adolescent Students. The results showed the level of distress was highest among the year 12 students, females more than males, and the non-English speaking students as opposed to English speaking students. Despite the recent economic growth and development in India, the nation continues to face large gender inequalities in access to education and occupational status. As of 2006, only two-thirds of girls ages six through 17 were enrolled in school, as compared to three-fourths of boys (Kishor and Gupta 2006). Given the patriarchal nature of Indian society and the given the pronounced gender differences in educational attainment in India, it is possible that students might perceive that boys are more capable than girls across all academic content areas.

In the present situation, an attempt will be made to find out the difference in test related anxiety and achievement pattern among boys and girls of high school.

Objectives

1. To measure the sex difference in examination related anxiety among boys and girls of Class X level in selected schools under West Bengal Board of Secondary Education (WBBSE).
2. To find out the effects of Test Anxiety in case of boys and girls in their academic achievement at selected schools under West Bengal Board of Secondary Education WBBSE.

Methodology

Sample :

Kolkata city was divided in standard four zones, North, East, West and South respectively. Bengali medium schools (Government Sponsored and Government aided schools) under the West Bengal Board of Secondary Education (WBBSE) were selected. From a pool of 350 students, 175 boys and 175 girls at Class XI level were randomly drawn and had been retained as sample for the present study.

Tools Used :

1. Achievement of boys and girls in terms of marks in different subject groups obtained in their Pre-Test Board Exams were considered for the present investigation.
2. The Test Anxiety Inventory (Spielberger, 1980) was used to find out the effects of test anxiety of boys and girls in their academic achievement at selected schools under WBBSE. The Test Anxiety Inventory consists of 20 items and each item has four options ranging from Almost Never to Almost Always. The four-point scale of the TAI is used to determining the frequency of experiencing the specific symptoms of anxiety in test situations only rather than the trait anxiety. The internal consistency of the Test Anxiety Inventory is α .86 and it is significantly correlated with other commonly used anxiety measures.

Data and Result

The obtained information are presented in the tables below.

Table 1. Mean and Standard Deviation of Different Achievement Areas for Boys (N=175) and Girls (N=175)

		Language	Science	Social Science	Mathematics	Grand Total
Boys	Mean	198.24	242.04	143.03	144.05	695.06
	SD	20.05	27.15	16.14	28.05	68.07
Girls	Mean	188.35	210.17	132.25	135.00	626.75
	SD	22.14	29.85	15.15	26.08	70.18

Table 1 shows that boys have consistently outperformed girls in almost all subjects.

Table 2. Mean and SD of Test Anxiety Inventory among Boys and Girls (N=350)

	Boys	Girls	Total
Mean	65.00	74.00	70.12
SD	8.05	6.08	9.63

Table 2 shows that girls have consistently high level of Test Anxiety than boys.

Table 3. t-Values for significance in difference among Boys (N=175) and Girls (N= 175)

Area	t Value	df	Remarks
Language	4.376	348	Significant **
Science	10.45	348	Significant **
Social Science	6.46	348	Significant **
Mathematics	3.12	348	Significant **
Grand Total	9.24	348	Significant **
Test Anxiety	3.22	345	Significant **
* Significant at 0.05 level; ** Significant at 0.01 level.			

From the above table it shows that there is a significant difference between the different achievement levels and level of test anxiety. Thus the means of different achievement levels and level of test anxiety differs significantly at 0.01 levels.

Table 4. Correlation between Test Anxiety and Area of Achievement of Boys (N=175) and Girls (N=175)

(N=175)				
BOYS	Remarks		GIRLS	Remarks
Language	.17		Language	.15
Science	.24 *		Science	.29**
Social Science	.21*		Social Science	.21*
Mathematics	.22*		Mathematics	.39**
Grand Total	.20*		Grand Total	.29**
*Significant at .05 Level and **Significant at .01 level				

From the above table it shows that the different achievement levels and level of test anxiety differs significantly at both 0.01 and 0.05 level respectively among boys and girls.

Discussion

The findings in the present study indicates that boys have significant greater achievement score than that of girls and thus have consistently outperformed girls in almost all subjects in their pre-test board examinations. The findings are similar to the findings by Lever (1976) who found that boys were more oriented toward achievement and competitiveness. On the other hand girls are described as more afflictive and nurturing (Young and Fraser 1994). Apart from that, test anxiety score is greater for girls than boys which suggest test related anxiety obviously played a key role in case of their academic performance in our study. Malathi (1987) in her study reported that educational aspirations in case of girls were almost negligible causing very poor enrolment of girl children in schools. The results show significant difference in the test anxiety scores of boys and girls that is the more the test anxiety, the poorer is the performance. The results are consistent with the findings of Schonwetter, Clifton, and Perry (2002) who studied effective teaching on student outcomes and found males had lower test anxiety and achieved higher than the females. It appears from our study that anxiety has played different roles in case of boys and girls. It could be that the boys' anxiety component led them to win success and to avoid failure (Sarason et. al. 1952). On the contrary girls are showing poor academic achievement compared to boys due to greater test related anxiety. Anxiety for the girls led them to achieve but is associated with fear of success (Sarason, 1980). Sharma and Sud (1990) found that female students experience higher levels of test anxiety than do males irrespective of their cultural background and this was due to the greater role expectation conflict among females than among male students. Moreover, it is reiterated through these results that pressure of scoring high on tests, fear of passing a course, consequences of failing in test and incompatibility of preparation for test and demand of test were the reason for cognitive test anxiety. This showed the complexity of thinking process student go through while preparing for tests. This increases as they think more into the consequences or implication related to the achievement in tests.

Suggestions and Conclusion

Worrying about a test cannot be regarded as negative phenomenon as a certain level of anxiety contributes positively in successful performance of a test but it accumulates into a negative force when student enters into a cyclic, non-productive process of speculating outcomes based on consequences of the test scores. It is possible to guide students to avoid getting indulged into thinking cycle letting anxiety take over their actions. Teachers, parents and peers can be considerable help for students to keep them motivated to perform better without unnecessarily letting the anticipated consequences of failure taking over the positive force bringing performance of student compatible with their abilities and skills. Although cognitive aspects are seen as greater reason of test anxiety but emotional (affective) factors also contribute reasonably. The feeling student experience on or before the test also make her anxious. As students have reported that they feel uneasy, upset, nervous, tense and panic. These feelings arise irrespective of the extent of preparation of examination on the part of the student; therefore, can be assumed as not specific to tests, but anxiety we all experience during any unseen endeavor of life we go through. Students especially girls can be trained to minimize affective test anxiety by providing

opportunities to handle unforeseen problem situations and letting them experience test situation more often. The gender differences in test anxiety level may be attributed to different social roles assigned to boys and girls where the academic achievement of boys are still more valued than that of girls in India thereby increasing emotional vulnerability of girls. Therefore, beyond classroom practices, changes should be made in the national policy to do away with the underling gender disparities in Indian educational attainment by promoting the equal importance of the role of education of the girl child in India.

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INDIA'S POLICY TOWARD ITS SOUTH-ASIAN NATIONS (1947 – 2012)

Debasish Nandy**Assistant Professor, Department of Political Science, Kanchrapara College,
24 Parganas (North), West Bengal, India**

India's policy towards all of her neighbor countries is not same. India's relations with its South Asian neighbor can be classified into three categories. In the first category, there are four countries--- Sri Lanka, Bangladesh, Nepal and Afghanistan ---whose bilateral relationships have encompassed cooperation, irritants, problems and crisis at different points in time. With Pakistan, the relationship has been perpetually adversarial. The third category includes Bhutan and Maldives whose relations are marked by friendship and cooperation, free of any bilateral problems. It is needless to say that Jawaharlal Nehru emphasized on friendly relations with the neighboring countries. The subsequent Prime Ministers of India especially I.K. Gujral had advocated in making of peaceful and friendly relations with the sub continental countries. He had given a unique idea to foster bilateral relations with the neighbors. His idea is known as "Gujral Doctrine". In this paper I will focus on different aspects of India's policy towards its South-Asian neighbors. It will also be searched that how India dealt with these countries by using a mixed type of diplomacy – both idealistic and realistic view points.

Pakistan

India's long-drawn-out antagonism with Pakistan has occupied front stage for the last part of its history since independence in 1947. The strings of wars and crises that have erupted in the course of this enduring rivalry have left little room for optimism about its prospects.¹ Indo-Pak relations was unhealthy from their birth. The physical division of India created numerous irritating problems between the both countries. The border problem is one of the major irritating between India and Pakistan. Evacuee Property Problem also arose leading to serious differences between the two countries, particularly in the fifties. Dispute over waters of the Western and Eastern Rivers of the Subcontinent was an issue which made Indo-Pak hostility. Kashmir issue is a most important event between the two countries, which is unsolved till today. Pakistan's instability gave India the excuse to justify its fears of its neighbor on the grounds that there was no knowing what governments in such straits might do next. When unstable government, Indian fears were merely transposed into a different key and it was alleged that an efficient junta was necessarily even more of a danger than an inefficient civilian regime. The ill will between the two countries was concentrated on Kashmir, but Kashmir was not its only cause. In 1998 when Pakistani force crossed the LoC and created Kargil War, then India also started counter attack and tried to make an international public opinion in favor of her. But in early 1998 Prime Minister Atal Bihari Vajpayee had paid a visit in Pakistan and started a bus service from India to Pakistan. Bilateral relations touched rock bottom after (allegedly Pak-Sponsored) terrorist attack on the Indian Parliament in December, 2001 which led to heavy mobilization of Indian troops on its western border fermenting the imminent danger of two nuclear neighbors going to war before tension were dissipated through back-channel intervention by USA.²

Regarding 'Kashmir' Indian stand is very clear. India opted for 'composite dialogue' after the end of cross-border terrorism in Jammu and Kashmir. Pakistan on the other hand followed a different design; it identified 'Kashmir as the core or key issue and categorically mentioned that 'trade' should come after 'Kashmir'.³ But in 2003 Musharraf has expressed his willingness to make a close relations with India without Kashmir (please see, *The Times of India*, 2nd December 2003, editorial page). In 2004 Indian Government gave a proposal to Islamabad that it has interested to increase people to people contact, such as rail and road links. The U.S.A has a keen interest on Kashmir issue. President Clinton had shown his interest on Kashmir issue. USA wanted to play a mediatory role to solve Kashmir issue. Pakistan was also interested about US role as a third party. But Indian govt. has made it clear that no third party intervention should be allowed on Kashmir issue, it is a bilateral problem. BJP led NDA Government to persuade Pakistan to abandon its policy of hostile interference in India's internal affairs by supporting insurgent and terrorist groups. Another historic initiative was taken by India on 7th April, 2005 inaugurating Srinagar-Muzaffarabad bus service.

The India-Pakistan peace initiative continues at a slow pace with officials from both countries offering generally positive assessments of the ongoing dialogue. But the serial bombing of Bombay commuter trains July 11, 2006, killed nearly 200 people and injured many hundreds more.⁴ With suspicions regarding the involvement of Pakistan based groups, New Delhi suspended talks with Islamabad. Actually 7/11 train bombings were planned by ISI. So after his incident Indian Government had strongly started to propagate against the Pakistani conspiracy to the world community. In January 2007, Pranab Mukharjee as a foreign Minister of India paid a visit in Pakistan and met with his Pakistani counterpart, Khurshid Kurasi. The two ministers decided to maintain peace. Indian govt. refused a Pakistani request to undertake a joint investigating into 'Samjhata Express' train (the train between Delhi to Lahore) attack which was held on early 2007, the two countries did sign an agreement to reduce the risk of accidental nuclear war. The ISI of Pakistan along with its sponsored terrorist group attacked in Mumbai in November 2008. After this massive attack Pakistani govt. expressed its mock shock. Ajmal Kashov was arrested by the Police after long fight. He is only alive terrorist. But Pakistan Government was not agreed to consider Ajmal as its citizen. Indian govt. has so many proven documents about Pakistani involvement in Mumbai case. New Delhi has been trying to create a strong pressure against Pakistani Government internationally. Indian Government claimed that Pakistan as a terrorist country. It is spreading terrorism not only India and South Asia but also in the world. It is responsible for the international terrorism. USA has already declared Pakistan as a terrorist country and advised to stop terrorist its activities internally and as well as externally as early as possible.

Pakistan has also been using non state actors like Lashkar, Jaish-e-Mohammed and Harkat-ul-Muja-hidden in what is known as sub-conventional war against India. The Inter-Services Intelligence (ISI) is busy in carrying out detestable operations against India on various fronts.⁵ To weaken Indian economy it opened a new front in Nepal from where cheap false notes, printed in Pakistan, are pumped into India. A more normal India-Pakistan relationship could help India assume a place among the major Asian and even global powers. India needs to fully debate their relationship with Pakistan. The problem is that events may outrun India's capability to understand them.⁶ However Since the partition, both India and Pakistan have been looking at each other with mistrust, suspicion and fear. So many ups and downs have taken place in the interaction between both countries.⁷ Unsolved

problems are reaming irritant issue. In July 2010 Indian Foreign Minister S.M.Krishna paid a visit to Islamabad. He talked with his Pakistani counterpart about Pak sponsored terrorism. But Pakistani attitude regarding this issue is negative. India's fundamental objective should be to stabilize our relations with Pakistan by political means, however long the effort may take. We hold take unilateral initiatives to encourage normal relations with Pakistan in the political, cultural, technological spheres.⁸

The setback over the Mumbai terrorist attacks of 2008 significantly slowed but did not derail the peace process. However, State-Level politics was not congruent with systemic and leadership shifts. Efforts to build bridges were hampered by the relative weakness of the Governments, persistent identity politics, and the readiness of powerful groups, such as the religious right in both countries and the Army in Pakistan, to block a rapprochement. I think through applying of track II diplomacy, increasing cultural and economic relation in non-governmental level the by lateral cordial relation can be boost up. Regarding Pakistan India has taken a realist as well as idealist diplomacy. On the one hand, India is imposing pressure over Pakistan regarding terrorism and trying in increase by lateral, economic and technological relations on the other. In 2012, Pak President Asif Ali Zardari paid a visit in India and gave a signal to start a religious diplomacy. Indian government also approached to Pakistan Government that it will simple the processing of visa for Pakistani pilgrims. The complexity of Indo-Pak relations is hampering the stability of south Asia.

Bangladesh

In 1971 Bangladesh was emerged as an independent sovereign state. It was created with full of Indian moral and military support. India had taken a friendly attitude towards the south Asian newly born state. However after assassination of Mujibar Rahaman, the Subsequent Bangladeshi leaders were not interested to maintain friendly and cordial relations with the India. Since a long time Indian government has been facing problems from Bangladesh:-.

1. Due to natural disaster, communal disturbances and political unrest millions of Bangladeshi citizens are coming and settling in India illegally.
2. Bangladesh has become a secure shelter for Indian terrorists and insurgents.
3. Bangladesh has been deeply influenced by Pakistan and China whose are giving advice to mass campaign against the govt. of India.
4. Smuggling, drug exporting is done by Bangladesh. During Khaleda Zia govt. (2001-2006) Dhaka has given shelter the ISI and other Pak sponsored terrorist groups.

Bruce Vaughn felt that the country was becoming a hub for terrorist operations, from where attacks on India and neighboring South East Asia were being plotted.⁹ During her period (2001-2006) Khaleda Zia of created the country gradually Talibanised along with Jamaate-Islam party. Richard Boucher, at a press conference in Dhaka, warmly welcomed the arrests of Jamaat-ul-Mujahideen Bangladesh (JMB) leaders by the government following the 2006 serial blasts, while at the same time expressing his doubts as regards the perceived fact that 400 or 500 bombs could have been planted by Just a handful of militants without support of a large network, which he stressed, needed to be identified and uprooted.¹⁰ Indian Government is aware about Bangladeshi activities. New Delhi has strengthened its security in Border areas. And also took a policy not to comment on internal affairs of

Bangladesh. New Delhi also made an indirect pressure on Dhaka through International channel as it stop terrorist activity as early as possible.

In December 1996, Farrakka Treaty was signed between Sk.Hassina, then the Prime Minister of Bangladesh and Prime Minister of India H.D. Deve Gauda with the presence of Mr. Jyoti Basu, (then Mr. Basu was the Chief Minister of West Bengal) in Dhaka. 19th August, 1998 while Hassina visited India then Indian Prime Minister Vajpayee discuss about bilateral relation. Various security related issue including ISI's activities in Bangladesh, extradition of ULFA activists, Anup Chetia, large- scale illegal migration and border demarcation among other issues. However, Hassina has kept her word. She just hands over an ALFA commander, Arobindo Raj Khoa to New Delhi in 2010. Not only that, according to previous promise Hassina's govt. has been succeed to uproot the terrorist training centers from whose ISI actively started operation against India. In reply Indian government expressed its gratitude to Bangladesh Government. In 2010, Indian Government had declared to give US \$100 cr. as a simple foreign aid to Bangladesh.

Now question is why India will have a friendly policy towards Bangladesh. There are some realistic reasons for this stand point, through which India can fulfill its national interests.

1. The availability of the Chittagong port (Bangladesh) would not only enable Indian goods and people reach the Myanmar markets but also conveniently access Manipur capital Imphal.¹¹
2. Since a long time Indian government has trying to make a direct Transport route via Bangladesh. New Delhi has given a proposal to the Dhaka, but later did not give reply. If Dhaka grant permission New Delhi's proposal then it would be a high achievement for India.
3. A proposed gas pipe line project is from Myanmar to India via Bangladesh. Bangladesh government although rejected India's proposal during Khaleda Zia's regime, yet our country trying to re-approach the proposal to the Sekh Hassina's govt.
4. Bangladesh itself has a big stock of natural gas. New Delhi also offered Bangladesh for selling it. But Bangladesh is not showing interest on India's proposal.
5. Bangladesh is a big market to India. Indian goods have a very good demand in Bangladesh. So India wants to keep status quo in bilateral relationship.
6. In SAARC and UNO Bangladesh may vote in favor of India, so Indian government consciously exercising its Bangladesh policy. So being a weaker state Bangladesh is getting special privileges from India.

It appears that Indo-Bangladesh ties are influenced more by the nature of the state system in South Asia as well as the domestic political forces in both sides. For India it is incumbent to reassure Bangladesh that its identity, state, and borders are free from Indian domination, which might mean making some concessions on borders. The formulation of a long-term foreign policy that seeks a better relationship over smaller considerations might allow some conciliation on border and water sharing issues (for example Tista water distribution treaty, Tipai mukh projects etc.).Bangladeshi opposition leader Begam Khaleda Zia has visited in India in November, 2012 for getting Indian support in the next general election in Bangladesh. During her visit she has said, previously BNP party took anti Indian stand point. To her it was a great mistake for her party. India takes a neutral stand point on regarding Bangladeshi election in 2013.In December,2012, Bangladeshi Business Minister Golam Mohabbad Kader,came in Kolkata with a proposal for the investment of Indian

industrialists in Bangladesh. He also said the days of anti Indian politics in Bangladesh have been finished. He further pointed out that Bangladesh has changed its perception about India. It is willing to foster the bilateral trade relations. In return Calcutta Chambers of Commerce also showed interest about Bangladesh regarding investment.

Nepal

Nepal is a classic buffer state between India and China which maintaining a balance of power in this region. Being a land locked country Nepal is quite dependent upon India for its trade, transport, export, import and transit. Initially Nepal maintained a close contact with New Delhi. For instance in 1950 'treaty of peace and friendship's was concluded between India and Nepal. Tribhuvan then was the king of Nepal. He was willing to maintain a friendly relation with India. Indian government helped Nepal govt. by giving grant, road construction, technology, making Airport etc. In reply Nepal govt. encouraged Maoism to campaign against India. Maoists who were earlier isolated within Nepal as well as within the international community, are engaged in remodeling themselves with the mainstream political parties in November 2005 in which they have committed to civil liberties, human rights rule of law and multi party democracy.¹² New Delhi rightly responded to the palace coup of February 2005 by demanding a restoration of democracy and by suspending military aid to Nepal even before the US or the UK reacted. The UPA govt. rightly reached that Maoist cannot be tamed by military action alone. Nepalese king Gyanendra, has started his autocratic rule in 2005 by stopping some fundamental rights. Indian Prime Minister Manmohan Singh gave some advice to Gyanendra to be liberal. But he did not follow it. So people, political parties and Maoists had started strong agitation against him, so he had to leave kingship. As India's smaller neighbors, including Nepal, have been confronting the crisis of identity and suffering from the "big neighbor-small-neighbor syndrome," So India to be extra cautious in extending a helping hand to any side in Nepal lest it be misunderstood as interference in its internal affairs.¹³ Some policies are taken towards Nepal in recent times, which are as follows :

1. As Chinese government does not able to misguide Nepal, India is giving different type's aid to Nepal.
2. Nepalese Maoist groups are often supplying arms and money to the Indian Maoist groups. So Indian govt. has been bound to strengthen its security in Nepal border.
3. ISI of Pakistan has a strong base in Nepal. Indian government is aware about it. So it is trying to play a friendly diplomacy with Nepal as it does not allow any ISI activities.
4. To ignore Nepal's internal affairs.
5. India, like many other western states, has been providing all types' assistance to Nepal including weapons to the Nepal Army.

Nepali Prime Minister Baburam Bhatta Rai paid a visit in India in 2011. He has shown his interest in making bilateral relations with India. Actually he is pro Indian. India also showing it's interest to make a close tie with this government. Indian policy makers are aware about Chinese influence in Nepali internal politics. As Nepal is still now totally depended for its navel trade on India, so India may create a diplomatic pressure on Nepal for leaving its dual policy towards India.

Maldives

Maldives is a very small state in South Asia. Maldives is a young republic in this region. It remained a British protectorate until 26 July 1965 and became a republic on 11 November 1968. India was very much interested in its Maldives policy from the very beginning. India was the first country to set up a diplomatic mission in Male in 1976.¹⁴ Maldives denounced Pakistanis' efforts to impart religious overtones into the Kashmir issue, opposed Islamabad's support to the Kashmiri militancy, and favored a bilateral solution to the problem under 'Shimla Agreement'. Maldives is strategically important for Indian security. Located in the middle of the Indian Ocean, Maldives is strung like a coral chain extending 512 miles north to south, where the highest point of land is about nineteen feet above sea level. Its situated about 450 miles westward of Sri Lanka and its northernmost tip is nearly 300 miles away from the Southern coastline of India.¹⁵ Maldives has no military or Naval forces. Only there are 1500 members' security forces to maintain its domestic law and order. So easily any extra regional power can take entry in the territorial area of Maldives, because all of the islands are insecure. External security assistance was needed in November 1988 when a group of seaborne mercenaries numbering about 400 men, invaded Male with the aim of overthrowing the Gayoom regime. They captured Presidential house and took control of the government secretariat as well as radio and television stations. President Gayoom made an appeal to the Indian Prime Minister Rajiv Gandhi for military assistance. Rajiv Gandhi sent forces without losing time. Gayoom was free from mercenaries. Since then Maldives was grateful to India. New Delhi had rejected speculations about a possible defense treaty between the two countries.

New Delhi clearly stated in 1991 that it did not want to involve itself in "umbrella diplomacy". At the same time, it expressed its desire to help Maldives if it asks for security assistance. Maldives has a narrow economic and human resources base. India has provided a variety of assistance and played a greater role in infrastructure development. It began in 1975 when it set up a fish plant. The plant enabled Maldives to sell its processed fish in foreign markets. India also modernized the country's only functioning commercial airport on Hulule Island. In 1986 India signed a five year economic and technical co-operation agreement with Maldives and gave Rs. 21 cr. Hospital, Hotel training institute educational institutes were set up by Indian govt. in Maldives. New Delhi also gave assistance to Male in telecommunication, television Programs, meteorology etc. In the field of science and technology arrangements were worked out for Maldives use of Indian Satellite (INSAT-1D) for the reception and recording of meteorological data. Mr. Pranab Mukherjee as a central Minister of India visited Male and gifted a War Ship for the security of the island country. Indian government had done this as Pakistan and China can't be successful to take Maldives in their side. India also consciously giving a signal to the world community that being a most powerful country in South Asia, it is not interested to interfere in Maldives' internal affairs and not trying to control its external policy also. India-Maldives relations exemplify harmony and friendship between a big power and a small state. Two countries enjoy mutual understanding and tremendous good will.

In 2011, Maldives has passed through a domestic crisis. President Nasheed was ousted February 7, 2011 and in his place Mohamed Wahid replaced as the President of Maldives. Since then the island country witnesses on some critical problems. Many people were injured during the protest movement in favor of Nasheed. Many protesters were arrested for breaching the parliament security cordon, attacking the police. Soon after Wahid's take over, MEA it was said from India that "it was an

internal matter, to be resolved by the Maldives”. India’s High-Commissioner to the Maldives Dnyaneshwar Mulay, held meetings with Nasheed, Wahid and host of players in the countries affairs in a bid to ensure that it do not end up in anarchy. India sent Mr. Ganapati, who was the Secretary (west) in the MEA, as a special envoy. Ganapati met the widest possible cross section of stake holders in the Maldives in view of the recent developments, who all agreed that there should be no violence.¹⁶ Since the Md. Wahid came in to power as a President in Maldives Indo-Maldives has been hostile. According to some experts he is pro Chinese and pro Pakistani. An Indian company namely GMR has contacted with Maldives Government to build up a new terminal of country’s internal only air port. In December, 2012, Maldivian President Md. Wahid suddenly refused to continue the contact with the Indian company. Due to this incident Indian Prime Manmohan sing has expressed his dissatisfaction to Maldives. The trend of Indo-Maldives friendly relations now is in hostile position.

Sri Lanka

Srilanka is located off the coast of south east India. The country has very closed cultural links with India. Srilanka gained independence in 1949. Soon after attainment of independence Srilanka disowned the people of Indian origin settled in the country as a result of which large no. of them were rendered state less. The Indian government was also not willing to assume responsibilities for this people of Indian origin in Srilanka. The several treaties were concluded between Jawaharlal Nehru and Srilankan government. On the issue of export of tea, coffee and political standpoint in international politics Indo-Srilankan relation was vehement hampered for a long time being.

When the ethnic conflict between the Tamil separatists and Sri-Lankan government took a vicious turn in the 1980s, Indian interest in the conflict was considerable.¹⁷ There are causes for Indian involvement in Sri-Lankan internal crisis or ethnic problem.

1. Being a big power in South Asian region, India wanted to solve the problem, as extra regional power could not get a chance to enter in this region to solve the crisis.
2. Sri-Lankan Tamils are ethnically, culturally, religiously closed with Indian Tamils.
3. Sri-Lankan ethnic Problem had vehemently influenced on South Indian Socio Economic structure. So India had to intervene in Sri-Lanka ethnic crisis.
4. India had fallen dual crisis. India was interested to maintain Sri-Lankan integrity. Sri-Lankan govt. gave a proposal to Indian Prime Minister Rajiv Gandhi to sent peace keeping force for solving Tamil problem. On the other hand govt. of India had to kept South Indian Tamils demand as it did not send military troop in Sri-Lanka for stopping Tamil movement. India took first option.

However, Sri-Lanka and India signed a free Trade Agreement on December 29, 1998 giving a push start to the concept of South Asian Free Trade Area (SAFTA). Sri-Lankan geo-strategic position is very much important. Extra Regional Powers like USA, China have also made a close relation with this island country. China has already started to build a dip sea port in Sri Lanka. These two powers have already started naval exercises in the coastal area of Sri-Lanka. It is a tension area to Indian security and hence Indian government gradually got involved in Sri-Lanka related affairs, especially about security of Indian Ocean.

India should seek to fashion a relationship with Srilanka that super six the Sinhalese-Tamil ethnic divide and Srilankan Tamil-Tamilnadu consanguineous ties. This would hopefully contribute towards

a stable Srilankan Milieu in which India can co-operate and compete economically with Western and Asian state while ensuring her security and military preponderance in the region. It appears India intends on doing so, even if this means occasionally jettisoning its long-standing concern for the island Tamils. This, noted, how Srilanka treats its long-suffering Tamils will effect an Indo-Srilanka relations, for India cannot completely and disregards the plight of this minority. In post-LTTE era, it would be easier for those in Tamilnadu to mobilize to support their Srilankan cousins, But India's dilemma stands to see China reason to assume that the LTTE military defeat is going to make Indo-Srilankan relations rosy. Since the end of Sinhala-Tamil conflict in 2009, India is silent about the torture over Tamil by the Srilankan government. President Mahindra Rajapakshe has started despotic rule in the island country. India is also maintaining a bilateral trading, medical, tourism, technical relations with Srilanka.

Afghanistan

Afghanistan is another neighbor country of India. Prime Minister Jawaharlal Nehru wanted to establish a friendly relation with Afghanistan in late 1970 when USSR invaded Afghanistan then the Prime Minister Indira Gandhi sent a message to Moscow that India is not happy about this intervention. Although during Rajiv Gandhi's period Indo-Afghan rapprochement had not been made. Since 1980 terrorist activities with extreme fundamental reasons was started by the Taliban, During Taliban regime the bilateral relation was hampered due to some reasons, (i) Taliban government made a relation with Pakistani government and started anti Indian activities. (ii) The Talibani government promoted terrorist activities with the help of ISI in Jammu and Kashmir. (iii) Democratize values were totally abolish from Afghanistan during Talibani regime.

In the post Talibani period Indian government has started several development activities as a largest democracy in the world and as guardian of South Asia Indian government is trying to establish political stability with democratic values in Afghanistan.

During Taliban regime India cut off her diplomatic relations with Afghanistan. After 2001 New Delhi and Kabul has restarted their old friendship. India has lent its support to the reconstruction and development of strife-torn state by providing considerable assistance within its means committing US\$ 100 m. towards humanitarian, financial and project aid. Both countries have agreed to cooperate in many vital sectors of rehabilitation and development.

Bhutan

India's relations with Bhutan have been exemplary. Neither the Monarch nor the people of Bhutan have forgotten the good turn done to their country by Prime Minister Indira Gandhi in the late 1960's fulfilling Nehru's promise to take them to the United Nations as a member as and when they were ready to do so. India helped Bhutan in different areas. Bhutan's road transport, electricity, telecommunication system were developed by India. Recently Bhutan has started democratic exercises for making parliamentary forms of government under monarchy. India is supporting Bhutan's initiative. India accorded recognition to Bhutan as an independent state and in 1971 Bhutan become a member of United Nations. In the economic sphere India rendered enormous help to Bhutan its provided enormous aid and made available necessary technical knowledge and personals for the development of the Bhutan. In fact the three five years plan of Bhutan were entirely finance by India,

Bhutan has also accused India of encouraging the people of the Nepal's origin from Nepal as well as India to cross into Bhutan and hampered the process of national integration. India also agreed to provide assistance for the 7th five year plan of Bhutan beginning in 1992. Two countries also reached an agreement for further exploitation of hydel potential of Bhutan and India agreed to work to two new giant hydas projects-Chukka phase2 and Chukka phase3. Some important visits of high level leaders from India to Bhutan-

- First prime Minister of India Pandit Jawaharlal Nehru visited Bhutan in 1958.
- Prime Minister Indira Gandhi visited Bhutan in 1968 and 1972.
- Prime Minister Rajiv Gandhi visited Bhutan in 1985 and 1988.
- Prime minister P.V.Naroshima Rao visited Bhutan in 1993
- The speaker of Loksabha visited Thimpu in May'2010.

Some important treaties were concluded between India and Bhutan which are as follows :

Aviation treaty between Bhutan and India was concluded in 2005. In 2006 King of Bhutan came to India and concluded Hydro-electric treaty and trade and transit treaty. In 2009 the King of Bhutan Zigma Kesor came to India and concluded some important treaties with India anti- drug trafficking treaty, environmental treaty. Along with these MOU was also concluded between and India which was medical science related. In 10th 5 year plan India allotted Rs. 3400 crore for the development of Bhutanese mass media, education energy sector, cultural sector etc. India is giving important to Bhutan to its geo strategic position. India has also a keen interest about Bhutanese market; the government of India is encouraging the democratic exercises of Bhutan which has been started since 2008. India should alert as ISI and other terrorist groups con not able to use the soil of Bhutan to anti Indian activities. Indian policy with Bhutan is still friendly due to Indian stand point not to interfering in its internal politics. Bhutan is also showing its gratitude towards India.

Conclusion

India is geographically dominant in both South Asia and Indian Ocean region. The country possesses the region's largest economy. It has to play a serious role to maintain security in this region. As a matter of fact, changes in government have never changed the pattern of her bilateral relations. In making relations with the South-Asian neighbors India has to take some tactful steps. Emphasizing on its national interest along with regional image India has to made a balance between extra regional powers *vis-à-vis* regional powers. It is notable point that previous pattern of bilateral relationship has been changed especially with Maldives. However, in South Asian region the influence of China has increased. India has to be tactful in handling the bilateral relations with its South Asian nations. India has started its foreign policy with idealistic point of view during Jawaharlal Nehru era. But with the changes of the pattern of world politics it has taken a realist point of view from time to time, especially after 1991. Indian South Asian policy is highly influenced at the present juncture by the tactical moves of both U.S.A and China. As India has made close ties with the former and engaged in competitive cooperation with the latter, its neighbourhood policy perception is also continuously changing and rests mostly on aphorism rather any concerted declared neighbourhood policy in South Asian region.

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IMPACT OF WORK FAMILY INTERACTION ON THE JOB SATISFACTION OF UNIVERSITY TEACHERS

Dr. Santhosh Areekkuzhiyil

**Assitant Professor, Govt. Brennen College of Teacher Education, Thalassery,
Kannur District, Kerala, Email : santhoshclt@gmail.com**

Abstract

This study investigates the inter- relationship between Work Interface with Family and Family Interface with Work and its impact on job satisfaction of University teachers. The study was conducted among teachers of Pondicherry University in order to examine, whether their demands of work and demands of family interface with each other. Result indicates that Work Family Interference is significantly negatively related to job satisfaction of teachers and among these Work interface with family is more significant.

Key Words : *Work Family Interface, Family Work Interface, Job Satisfaction.*

Introduction

Work and Family are the inevitable part of most individuals' life. When the Work-Family interaction gets mismatched it will adversely affect the job and life satisfaction. The demands of work may interface with home and family life; it vary from person to persons based on their economic, social and marital status. Now a days, interaction between work and family life and its impact on job satisfaction becoming a great issue. Work family interaction is an inter-role interaction of responsibilities of work life and family life. If this interaction is positive it is called Work-Family facilitation, otherwise it became Work –Family conflict. Some previous studies indicates that work – family conflict significantly related to job satisfaction (Howard et.al; 2002), work-family conflict has a negative relationship between job satisfaction (Frye & Breauagh, 2004, Howard 2002, Md-Sidin et.al; 2008, Anderson et.al.2002).

It is difficult to balance work and family life by maintaining professional and personal responsibility simultaneously (Kossek & Ozeki, 1998; Schevartzberg & Dytell, 1996). Work-family conflict can be classified as Work Interface with Family (WIF) and Family Interface with Work (FIW). Work/Family interface is defined as “the form of friction in which role pressures from work and family domains are mutually incompatible in some respects” (Cinamon & Rich , 2002). Work Interface with Family arise when individual failed to accomplish the demand of family because of work domain (Carmen, et.al 2000), and Family Interface with Work arise when individual failed to accomplish the work responsibilities because of the demands of family domain. These values can evaluate through time, strain and behavioral basis (Howard 2002).

Researchers pointed out that work-family interface may leads to job dissatisfaction. Work - family interface has several negative impact like lower job satisfaction, lower quality of worklife and it also cause to occupational burnout or turnover (Plack et.al; 1980). Work family conflict is related to satisfaction with work pay and supervision and other work related variables (Boles, 2002). According

to Greenhaus & Powell (2006) study, work family conflict is a type of psychological process it has wide impact on mind and physical health.

In the present scenario, life roles of men and women get dramatically change. Women have given importance in education and participating in professional role as men. Hence, the role of both get shared and changed. It is the main reason for work family conflict (Reskin & Padavic, 1994). Hennessy (2005) stated three types of work family interference; stress based, time based and behaviour based interference. The reason for time based conflict is time spent for activities in one role cannot use for activities in other role. Strain based work –family interference is due to the strain from one work may affect to do other work. Behavior based interference is which “specific pattern in role behaviour may be incompatible with expectations regarding behavior in another role” (Bretall, 1985).

The study of inter-relationship between Work Family Interface and work satisfaction in India is somewhat limited. Hence the researcher attempts to study the inter relationship between the work to family and family to work interface based on time, stress and behaviour data. There are many studies existed in Work-life balance, but limited study has been found on teachers, analyzing their work-life interference and its impact on job satisfaction. Teachers are the unavoidable part of every society; they can make, mould and disseminate knowledge. When they suffer from Work-family interference it will have a negative impact to society as a whole.

Theoretical Review

Although there are a large number of studies on job satisfaction, empirical research analyzing the worklife balance and its impact on job satisfaction of teachers is somewhat an unexplored area. The variables of this study are derived from the earlier studies and the gap identified by the researcher.

Job Satisfaction

Job satisfaction is an employee’s internal state of some degree of favourable or unfavourable feeling from affectively and/or cognitively evaluating his or her job experience (Breif, 1998). Job satisfaction can create impact on life satisfaction (Steiner & Truxillo, 1987). Job satisfaction is “a pleasurable or positive emotional state resulting from the appraisal of one’s job” (Locke, 1976). When employees experiencing higher level of job satisfaction have stronger commitment towards the organization were they are working (Brown & Peterson, 1993). Studies reported that the people who claim higher level of work-family interference are generally utilized with their jobs. Lower satisfaction impacts as employee turnover and less organizational commitment (Peterson, 1992)

Work Interface with Family (WIF) & Family Interface with Work (FIW)

Work/Family Interface refers to a form of inter role conflict resulting from mutually incompatible role pressures between work and family domains (Greenhaus & Beutell, 1985). Two directions of work-family interface; Work Interface with Family (WIF) and Family Interface with Work (FIW), from these WIF is giving more importance to work life and FIW gives more importance to family life. The two interference are inter-related, (Carlson et, al; 2000) studies reveals that reason for this work family conflict is the multiple role of persons and the double income family. With the last 25 years onwards women employees are growing. Kossek & Ozeki, (1998) reported that work interface with family and family interface with work are different issue and Family interface with work get more

prominence. Work Interference with Family is a form of inter-role conflict in which the general demands of, time devoted to, and strain created by the job interface with performing family related responsibilities, and Family Interface with work is a form of inter –role conflict in which the general demands of time devoted to and strain created by the family interfere with performing work related responsibilities (Netemayar et, al.1996).

Hypotheses of the Study

Based on the research gap identified and the previous research, following hypotheses are framed:

1. Family Interface with Work (FIW) will be negatively related to job satisfaction of University teachers.
2. Work Interface with Family (WIF) will be negatively related to job satisfaction of University teachers.
3. There is no significance difference between male and female teachers in respect of Family Interface with Work.
4. Work Interface with Family contributes lesser job satisfaction than Family Interface with Work.

Methods

Data Collection & Sample

Researcher selected teachers of Pondicherry University as the target population. Data for the present study were collected from 50 teachers from different departments of Pondicherry University. In order to collect data researcher employed a tool which consist of Work to Family and Family to Work Interface Scale and Job Satisfaction Scale.

The investigator directly collected the required data from the respondents by employing the tools and techniques designed for the same. Personnel interview method was applied for data collection from the respondent with the help of questionnaire.

Sampling Procedure

Accidental sampling, a non-random sampling, was used to select the respondents . Here the respondents teachers accidentally became samples.

Measures

Data are gathered through a variety of measures including: a demographic questionnaire, Work – family interference scale and Family-work interference scale and Job satisfaction scale etc.

Demographic Questionnaire asked participants to answer questions regarding Gender, Age, Educational qualification, Marital status, working of spouse etc.

Work –Family Interference: This scale consists of time, strain and behavior based questions, were used to measure employee perception of the degree to which work interferes with family. The items with response option ranging from 1(“Strongly Disagree”) to 5 (”Strongly Agree”). A higher score indicates greater interference between work and family. The internal reliability of this scale is satisfied with high Cronbach Alpha (0.84).

Family-Work Interference : This scale is also consist of time, strain and behavioral based questions used to measure employees attitude of the degree to which family interferes with work. The

items with response option ranging from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”). A higher score indicates greater interference between family and work. The internal reliability of this scale is satisfied with high Cronbach Alpha (0.82).

Results and Discussion

To test the hypothesis, researcher used methodology like Regression, Correlation and t-test. In order to examine the association between the variables the correlation analysis is employed. Correlation for the variables used in the study has been showed in Table 1. These correlation indicates that, Work Interface with Family is significantly negatively related to job satisfaction ($r = -.532$, $p < 0.01$). Any interface in work due to family matters can give negative effect on job satisfaction. Thus the hypothesis 1 formulated before, that Work interface with Family will be negatively related to Job satisfaction is accepted.

According to the present analysis, relation between Family Interface with Work and Job satisfaction is significant ($r = -.422$, $p < 0.01$). Thus hypothesis 2 i.e., Family Interface with Work negatively related to job satisfaction is accepted. Hence, whether work interface family or family interface work; it will cause damage to job satisfaction. Here it is clear that Work/Family interface can strongly negatively affect job satisfaction.

Table 1. Correlation value of study constructs

Variables	1	2	3	4	5	6
1. Gender	1.00	-.249	-.128	-.386*	-.200	-.339*
2. Marital status		1.00	.689**	.352*	.367*	.292
3. Working spouse			1.00	.473**	-.382*	.080
4. Work Interface Family				1.00	.055	-.532**
5. Family Interface Work					1.00	-.422**
6. Job satisfaction						1.00

Note: * Correlation is significant at 0.05 level (2 tailed)

** Correlation is significant at 0.01 level (2 tailed)

Regression analysis was used to test the effect of Work Interface with Family (WIF) and Family Interface with Work (FIW) on Job satisfaction of teachers. Result of regression analysis is shown in Table 2.

Table 2. Multiple Regression Analysis Results

Dependent Variable: Job Satisfaction			
Independent Variables	Standardized Beta	F	Significance
Work –Family Conflict			
a. Work Interface with Family (WIF)	-.48	14.023	0.001
b. Family Interface with Work (FIW)	-.378	8.021	0.006
c. Working Spouse	.07	0.403	0.568
Sample: Teachers (N =50)		Adjusted R ² =.664	

As this table shows, overall regression equation explains 66.4% of the total variance. From this

table we can see that, both Work-Family and Family-work Interface are predicting the values of job satisfaction. Here Work Interface with Family (WIF) has significant impact on job satisfaction (Standardized beta -.48 significant at .001). With this high beta value it predicting significant change in job satisfaction. At the same time the variable Family Interface with Work (FIW) is also statistically significant with its high standardized beta (-.378 significant at .006). Hence FIW is possible to predict the level of job satisfaction of teachers. Based on the result of the study, here WIF is more influencing on job satisfaction. Hence the forth hypothesis is accepted that, the Work Interface with Family(WIF) contribute greater to job satisfaction than Family Interface with Work(FIW).

Family Interface with Work is not significantly differ from male to female. The interface of family duties with work are more in female than male, but the difference is negligible.

Table 3: Test of significance difference between FIW of Male and Female

	Gender	N	Mean	Std. Deviation	t value
Family Interface Work	Female	18	13.24	3.854	0.856*
	Male	32	12.67	3.121	

*Not significant at .05 level

Table 3 shows mean score of Family Interface with Work in female teachers is 13.24 and male teachers is 12.67 with standard deviation of 3.854 and 3.121 respectively But the difference is not significant as the t-value is 0.856. It is not significant at .05 level of significance. Hence the third hypothesis that there is no significance between male and female teachers in respect of Family Interface with Work is accepted.

Discussion

In this study, researcher identified that the teachers work responsibilities are strongly interface with their family life, it has a negative effect on the level of job satisfaction. The presence of work interface with family can influence job satisfaction and it may bring inefficiency in work. Here, overall purpose was to determine whether the impact of Work Interface with Family (WIF) and Family Interface with Work (FIW) have positive or negative relationship towards job satisfaction. From the analysis it is found that Work/Family Interface has negative influence on job satisfaction and the WIF have more effect on job satisfaction than the other. The different predictive strength of the variable and the pattern of effect show the strong negative influence. That is when Work/Family interface is more this will cause high job dissatisfaction. The family related strain, interferes the ability to perform job related duties of male and female teachers. There is no significant gender difference in respect of its impact on job satisfaction.

Conclusion and Scope of Further Research

Importance of work satisfaction is related to the inter-play of Work Interface with Family and Family Interface with Work. Job dissatisfaction can bring to leave organization and its affect on level of happiness and quality of life. These type of Work/Family interface generate job dissatisfaction eventually lack of commitment towards the organization and turnover.

Although the research has covered Work/Family interface of teachers, the university teachers in the sample were relatively well educated and enjoying higher income, researcher recommend that future researchers can collect data from multiple sources, like various family members, employees from different demographic domain. The study can extent nation wise comparison and recommend to analyze the cross cultural difference in Work/Family interface.

In conclusion, balancing work and family domain has become a challenge for human resource professionals. As the findings in this study explains, Work/Family interference became an important issue in an employee job satisfaction and well being, a supportive work environment can reduce the negative effect of Work/Family interface on job satisfaction. Organisation should develop managerial guidelines to reduce interface between work and personal life.

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JAN AUSHADHI: MEDICINES FOR ALL AT AFFORDABLE PRICES

Sabyasachi Ghosh and Ashim Roy**Student, Department of Business Administration, University of Kalyani,
Kalyani, Nadia, West Bengal, India****Abstract**

India has developed a story capability over the years in producing quality branded and generic medicines. Though such medicines are reasonably priced, as compared to the prices of their equivalent medicines in most other countries, yet a large population of poor people in the country find it difficult to afford such expensive branded medicines. As per NSO, 2008 estimates 79% of expenditure in Medicare is on medicines. Thus the need for quality medicines at affordable prices is a key sovereign responsibility. Department of pharmaceuticals has launched a Jan Aushadhi Campaign with the objective of ensuring access to quality medicines at affordable prices to all through 'Jan Aushadhi' stores in every district of this country (626) where inherently less priced unbranded generic drugs would be sold which are equivalent in quality and efficacy as expensive branded drugs.

Key Words : *Affordable prices, Efficacy, Generic drugs, Minimal profits, Quality medicines, trusteeship.*

Introduction

Despite vast improvement in government's healthcare spending over the last 25 years there has been no respite on steadily rising medical costs in the country. Cost of medicines constitutes a large percentage of the total medical cost of an individual. As over 95% of the Indian population is not covered by medical insurance such medical expenditure continues to haunt the common man. Spending on medicines now account for up to 80% of total health care expenditure. Lack of appropriate price control regulations on medicines in the country further exaggerates the problem. Currently, fast moving branded medicines are manufactured by MNCs or large Indian companies. The branded medicines are usually expensive as they are strongly promoted through doctors and chemists and such promotional cost add to their retail prices, i.e., Maximum Retail prices (MRPs). The practice of bribing doctors by pharmaceutical companies to create more and more prescriptions is not recent in country as well as world over. The unethical promotional practices adopted by the companies make the essential medicines unaffordable to common man.

The Objectives of Jan Aushadhi Campaign :

- i) Make quality the hall mark of medicine availability in the country.
- ii) To meet the need for quality medicine at affordable prices.

- iii) Create a demand for generics medicines by all for all.
- iv) Create awareness through education publicity-“With a lesser price more medicines would be available more patient would be treated of more people will lead a healthier life.
- v) Develop a model which can be replicated not only in India but also in other less developed countries.

The Comparative Price Structure of Jan Aushadhi Stores

Prices in Rs (2009)

Name of salt	Dosage	Pack	Jan Aushadhi	Market
Tab. Ciprofloxacin	250mg	10	11.10	55.00
Tab. Ciprofloxacin	500mg	10	21.50	97.00
Tab. Diclofenac	100mg	10	03.35	36.70
Tab. Cetirizine	10mg	10	02.75	20.00
Tab. Paracetamol	500mg	10	02.45	10.00
Tab. Nimesulide	100mg	10	02.70	25.00
Cough Syrup	110ml	0	13.30	33.00
Cap. Cephalexin	500mg	10	31.50	116.95

Implementation Methodology

The Jan Aushadhi campaign is being implemented in a Mission Mode through a common body comprising the Pharma CPSUs, in the form of The Bureau of Pharma PSUs of India (BPPI). This body has been constituted in December 2008 comprising all the 5 Pharma CPSUs, Bengal Chemical and Pharmaceuticals Limited, (BCPL), Kolkata, Hindustan Antibiotics Limited (HAL) Pune, Indian Drugs and Pharmaceuticals Limited (IDPL), Gurgaon, Karnataka Antibiotics & Pharmaceuticals Limited (KAPL), Bangalore & Rajasthan Drugs and Pharmaceuticals Limited (RDPL), Jaipur. The first ‘Jan Aushadhi’ store (JAS) was opened at the Civil Hospital, Amritsar in collaboration with the state Government of Punjab.

Role of State Governments :

- i) To provide space in Government Hospital premises for the running of the Jan Aushadhi stores. They will also provide one time expenditure for setting up the Jan Aushadhi stores.
- ii) To encourage and facilitate NGOs, Charitable Organisations and public bodies to set up generic drug stores, at least one per district initially.
- iii) To educate the general public about the advantages of the campaign and the efficacy and advantages of unbranded generic medicines.
- iv) Apart from Government Bodies, the ‘Jan Aushadhi Stores’ may also be run by NGO’s / Charitable / Red Cross / Co-operative bodies.

Benefits of the Jan Aushadhi Campaign :

The ‘Jan Aushadhi’ campaign will

- i) Make available quality drugs at affordable prices through dedicated stores selling generic medicines which are available at lesser prices but are equivalent in quality & efficacy as

expensive branded drugs.

- ii) Encourage doctors in government hospitals to prescribe generic medicines.
- iii) Make quality the hallmark of medicines and by ensuring its access through the CPSU supplies & through GMP Compliant manufacturers in the private sector.
- iv) Will reduce and redefine the unit cost of treatment per person.

Conclusion

There is dire necessity of propagating advocacy and awareness program about the lower priced generic medicine- their quality and therapeutic equivalence to branded medicines, to instill confidence in mind of patients and physicians about the quality and efficacy of such drugs. The Jan Aushadhi stores which are presently limited to the government sector facilities only should be outsourced to expand their scope to the private sector so that its benefits can be availed by the public in large. The list of medicine available in these stores needs immediate expansions to meet the prescription demand. Such stores should be established in towns, villages, and remote areas where there is acute problem of essential medicines. Finally, the Jan Aushadhi program would be a self sustaining business model on the principle of 'not for profits but with minimal profit' and incorporate the 'trusteeship principle' of business management (espoused by Mahatma Gandhi).

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USE OF INNOVATION IN TEACHING OF GEOGRAPHY AT SECONDARY SCHOOL LEVEL

G. C. Bhattacharya

**Professor of Education, Faculty of Education, Kamachha Campus, Banaras Hindu University,
Varanasi, Uttar Pradesh, Email : gcb.edu2008@yahoo.co.in**

Abstract

It is said that any thought, behavior or thing that is new and qualitatively different from the existing form, may be considered as innovation, in general and in educational setting, in particular. Various authors have tried to define innovation in different ways but in the field of education, need of innovation is always justified due to changing socio-educational scenario and diversified cultural background of the learners on account of universalization of elementary education to be followed eventually by that of secondary level. If education is to be considered as a need 'for the life, through the life and throughout the life', as Mahatma Gandhi said, without innovative measures attainment of its goals may hardly be possible for catering the basic requirements of democratic set up of the country. As a social as well as natural science, teaching of Geography has a crucial role to play to respond the specific challenges and demands of the twenty first century, like enhancement of eco literacy, feeling the basic needs of sustaining natural balance and sustaining resource cycles, protection of socio-natural environment etc. If Geography is being taught well at secondary level of school education with the help of suitable and appropriate teaching strategies and measures, attainment of democratic norms and inculcation of concerned value system may be possible but for such an attempt, a lot of changes may be required in terms of our existing Geography curriculum at secondary level along with mode and ways of its transaction in class room teaching learning situation as well as in teaching schedule and allocation of time, resources and facilities for teaching of Geography. An attempt has been made in this paper to discuss about innovation, innovation in academic settings, innovative measures appropriate for teaching of Geography at secondary level of school education and basic requirements for this purpose and merits concerned, systematically .

Kew Words : *Innovation, Teaching of Geography, Teaching Method. Secondary Education*

Introduction

Geography is known as mother of all sciences in true sense because it encompasses correlated knowledge of all other disciplines initiating with mathematics to physical sciences and sociology to life sciences.

As such, if Geography is being taught in a proper way from the initial level, social uplift, mobility and social change may not remain as mere bookish terminology.

Traditional methods of teaching Geography is not very much effective, attractive and potent enough to do justice with the requirements of learners of twenty first century when mere making oral transaction of information is not considered as teaching because there are a lot of different media, techniques and technologies, available for the purpose.

Traditionally, teaching of Geography or class room transaction of geography curriculum was basically concerned with making aware pupils about various facts and figures where as innovatively, it is related with enhancement of awareness, sensitization and feelings, in one hand and observing and practicing in life, on the other. As such, application of innovative measures are inevitable in the modern geography classroom teaching learning situation, in general and at secondary level of school education, at particular when arousal of imagination power is evident and inculcation of creativity is obvious among learners.

Innovation has been tried to define in many ways by various authors. For example, Barnett (1953) specified that any thought, behavior or thing that is new and qualitatively different from the existing form may be termed as innovation.

Similarly, for Rogers (1962) an innovation is an idea perceived as new by individual.

At the same time, Miles (1964) defined innovation as deliberate, novel, specific change which is thought to be more efficacious in accomplishing the goals of a system.

From the above three definitions, it is clear that innovation is required to be a new or novel thing or idea usually, not in practice in previous days and at the same time, it must bring some change helpful for attainment of goals of a system like educational system.

Bhola (1965) considered it as a concept, an attitude, a tool with accompanying skills or two or more of these together introduced to an individual or culture that have not functionally incorporated it before.

So, innovation is meant for improving the situation functionally and to raise interest through awareness. E. M. Rogers specified clearly that awareness, interest, evaluation, trial and adoption are five major stages included in the process of adoption of any innovation which may either be of social interaction type of problem solving type, according to the purpose of implementing innovation in a system.

Information about any innovation is obtained either from a person, or an institution or a group of people through participation in discussion and interaction. Such type of innovation is called social interaction type of innovation which is being adopted by people due to its benefits and merit points over the existing pattern or practices but when innovations are attempted to design and bring in to practice, for the purpose of solving any problem like socio-personal or cultural problem, it is categorized under problem solving type of innovation.

But it is observed that every innovation has to face resistance in adoption either from personality based or from action oriented forces because innovations are meant for bringing a change in the status quo in society and community and may not be liked by all, initially due to its nature.

Maintaining homeostasis is the nature of individual or organism and thus resists ensuring any sudden change. Similarly, formation of habit also creates resistance to implement any change caused due to innovative measures. Dependency is another factor related with personality which creates fear in mind to be dependent upon some thing like computer or person or being ridiculed by some body.

Faith in old traditions and elements like super ego of an individual may also cause hindrances to accept a change. Self distrust and feeling of insecurity and regression or tendency to come back to make use of good old traditions, fear of loss or being unsuccessful etc. all are basically related with personality variable which may cause resistance on the way of implementation of an innovation.

Within the category of resistance in action, lack of knowledge, errors and commitment of errors, social reaction and interpersonal relations etc. are the dominating factors causing hindrances in application or adoption of innovations. The tendency to follow others may be another too to create disruption in innovative practices because only a few persons may be initiated and involved with innovation first of all. No innovation is ever practiced by many and in such of a situation; thus, leaders are always being faced with criticism and negative reinforcement or feedback.

In 1967, educational technology movement was initiated by National Council of Educational Technology of Britain after publication of Brinmore Jones Report and accordingly, educational technology was considered as the development, application and evaluation of systems, techniques and aids to improve the process of human learning.

Approaches in Teaching of Geography :

Initially, there were two basic approaches in Geographical studies called systematic approach and regional approach but now educational technology approach has also been incorporated in teaching of geography, now.

The systematic approach is also known as topical approach in which landforms on the surface of the earth is studied feature by feature according to various geographical elements or element complex like soil characteristics determined by presence and content of physical, chemical and organic elements. Thus, it considers geographical elements to element complex to study according to the regional distribution on world. (Kaushik, 1972).

The regional approach is based upon classification of the earth in to homogeneous regions of approximately equal geographical conditions and internal coherence concerned.

The educational technology approach incorporates audio visual aids tradition, cybernetics tradition and psychological tradition. This approach lays emphasis over audio visual aids to supplement verbal communication in geography classroom with technological support initiating with good old blackboard leading to the use of episcope, epidiascope, over head projector and filmstrip as well as LCD projector etc., besides educational television, talking typewriter and use of computer in teaching learning process.

The cybernetics tradition of educational technology approach is originated from the Greek word cybernetic means steer man and making use of feedback control system to organize and control input, match output in terms of quality with the target or objectives decided in pre hand for achievement and reorient output to improve it.

Programmed instruction of linear or branching or mathetics type is developed to foster teaching learning using feedback control system on one hand and computer assisted instruction, on the other. The branch of role playing, gaming and practice in simulation is also associated with cybernetics tradition which is generally being used in providing training in teaching and management skills to the prospective teachers in the field of teacher education. Computer is proved to be of much use in

creation of simulated environment to extend training in skills as it happens through various ordinary and computer based games.

The psychological tradition is the third one which is an application of psychological principles in the field of learning initiated by development of linear teaching machines, self testing machines etc. This tradition relies upon behavior modification of learners through repeated attempts in a specific situation on the basis of stimulus control and principle of operant conditioning.

All these traditions of educational technology approach are in much use in the field of teaching of Geography at school as well as higher level of education to produce quality outcomes. Some scholars considers that educational technology is an applied field and consists of hardware and software traditions and systems approach, in which first and foremost one is associated with projective equipments, teaching machines, computers, video recorders, closed circuit television etc., and their subsequent use in classrooms whereas the software tradition is based upon modification of human behavior on the basis of learning experience, and reinforcement. The third one is concerned with analysis of any system like educational system or class room teaching system in terms of input, process and output variables functioning under a situation or environment through interrelated and self controlled functions.

Need of Innovative Measures in Teaching of Geography :

Innovative measures are very much required in Geography classroom because :

- a) Geography is the subject in which a lot of memorization may be required to cause enough monotony and diminishing interest among young learners at secondary level of school education,
- b) It is required to help pupils to understand geographical concepts well through identification of attributes of concepts concerned,
- c) Innovations support retention and help to enhance span of attention, especially for the young and differently abled learners,
- d) Innovations in teaching learning of Geography is required to motivate learners to know about new terms, landscape features and geographical facts and figures without giving much stress upon memory,
- e) It helps to create interest in teaching learning of Geography and develop ability to feel and appreciate nature and natural realities,
- f) Environmental awareness and eco-literacy including environment friendly practices may be initiated among young learners through utilization of appropriate innovative strategies like establishment of eco-club, using eco-friendly materials in day to day life, preventing use of non bio-degradable materials etc.,
- g) The socio-economic and cultural aspects of Geography may be taught well through support of educational technology and concerned instructional materials to the students at the stage of abstract thinking and reasoning,
- h) The teaching methods in common use, may not help much the young learners at secondary level of school education to inculcate ability of imagination and logical reasoning, essential for learning of a subject like Geography and for which some specific models of teaching may be put in to use like that of inductive thinking, concept attainment, creative thinking and problem solving,

- i) Training in some basic geographical concepts like longitude and latitudes, direction and skills like preparing and make use of maps etc. are supposed as essential in learning of Geography which may be provided easily with the help of modern innovative teaching-learning techniques.

Use of Innovation in Teaching of Geography :

Based upon the above premises, educational technology approach is recently in use in the field of teaching- learning and practical training in Geography which is associated with use of information communication technology, as per need and availability.

Some of such innovative measures which are now commonly in use to teach Geography at secondary level of school education are Personalized System of Instruction (PSI) and Computer Assisted Instruction (CAI) on one hand and some specific models of teaching, on the other.

As we are marching ahead towards the attainment of a prime target of universalization of secondary education in our country soon, after ensuring right to education for each and every learner up to the age of 14+ through universalization of elementary education, in last plan period, use of innovative measures for class room instruction is going to become necessary. Classes may eventually become more overcrowded in our secondary schools in near future and availability of enough number of competent teachers in general and of Geography teachers, in particular may become a serious issue, soon. Thus, use of some other modes of class room transaction may be essential.

Personalized System of Instruction :

Though, it is also known as Keller plan since 1963 and improved much subsequently (Keller, 1974) and concerned with individual oriented instruction but not in frequent use till date in our country. Green (1974) specified that PSI considers one to one pupil- teacher interaction and ensures learning appropriately up to mastery level, irrespective of the number of students in a class.

Objectives of PSI may be specified as :

- i) to establish good socio-personal relationship between teacher and taught in a way so that the related learning problems and issues may be resolved on personal basis with care and sole responsibility,
- ii) to enhance frequency of feedback regarding individual performance of learner and learning efforts regularly along with on the specific attainment of the learner,
- iii) to enhance reinforcement on learning systematically and on time along with providing remedial suggestions regarding learning problems and deficiencies,
- iv) to reduce faith in lecture and /or verbal communication in teaching and making use of other class room transactional techniques including demonstration, class work and practical activities and guided field work to teach geography at secondary level of school education,
- v) to stress over individualized evaluation of learner's attainment or performance achievement following a definite or pre determined objective or criteria without any time constrain or limit and with emphasis on attainment of competency in learning,
- vi) to compare attainment of individual learner with the set target or learning objectives and not with the attainment of any other learner and therefore the ranking in class like first, second, third etc. should be avoided.

Process of PSI :

In this system, the whole content or syllabus is divided in to small parts or aspects which may be learnt by a learner in a week, properly and evaluation of skills acquired or content personalized as explicit in behaviour of learner may be done in a certain time period. So, it is based upon the unit approach and each unit framed is having introduction of the unit, behavioural objectives of the unit, teaching-learning process related with the unit including use of text book and other instructional materials and lastly the unit test.

In the teaching-learning process, plan is being made to decide what is to be learnt, where from the learning materials are to be collected/obtained, how much to learn and memorize, which point are to be understood well and the readiness test to be framed.

The role of teacher is to provide the learners with instructions for learning, preparing them to learn, providing the instructional booklet and reducing errors/ problems, while learning.

Afterwards, readiness tests are used and evaluate the answer sheet in presence of the learners to let them know why and how much score is being given and after completion of first unit without any conceptual error, either in a single or subsequent attempts, the next unit based learning materials are provided to the learners, other wise the same unit is given to learn again with personal assistant of teacher regarding eradication of difficulties or learning or errors committed, followed by a new readiness test on the same content.

After completion of two or more units successfully, the advanced learners are selected as proctors to assist teacher in extending individual guidance, helping in administration of tests and scoring of answer sheets. They make use of proctor's guide sheets for this purpose and for this additional duty beyond their own study; they are often rewarded or praised.

In this system the criteria of learning is considered as 80/80 level attainment of specified objectives. Review tests and extra mural lectures, excursions to industrial, historical/educational institutes, practical activities etc. are also used in PSI.

Characteristics of PSI :

Characteristics are many in number like promoting learning according to own ability, status and interest of learners, self pacing in learning, ensuring mastery in learning, frequent positive reinforcement with immediate feedback, continuous formative evaluation and knowing the reasons for high or low attainment.

Basically, it helps to learn the process of learning and in eradication of learning errors/difficulties and ensures representation of learning in the explicit behaviour of learners leading to habit formation on one hand and characterization of value system on the other which are the two highest categories in taxonomy of educational objectives in the psychomotor and affective domains.

At the same time, while learning why and how aspect of evaluation, learners may be able to function as a good evaluator too which promote evaluation abilities, attainment of which is placed in the highest category of educational objectives in the cognitive domain.

PSI may be used for teaching of Geography at secondary level of school education suitably if-

- i) Teacher believes in the possibility of mastery level attainment in geography,
- ii) Ample text books, reference and other learning materials are available,
- iii) Having ample time, facilities and assistance,

- iv) Students are motivated enough to learn and have sound previous background/ knowledge,
- v) Teacher is self motivated to make use of PSI,
- vi) Teacher is competent enough to write educational objectives well and frame instructional objectives in behavioral terms, prepare and make use of unit as well as readiness tests and may be competent to evaluate objectively,

Ruskin (1974) reviewed more than two hundred research papers on PSI and found it as effective for learners in terms of academic achievement, conceptualizing learning, transfer of learning and so on.

Computer Assisted Instruction (CAI) :

Computer Assisted Learning is possibly now used in of many form and categories. CAI may be defined literally as a type of instruction in which assistance of computer is taken for individualizing instruction.

But the most significant one which is in effective use in teaching of geography at secondary level of school education in many other countries and also in some parts of India, is known as Multi Media Approach to teaching of Geography.

CAI was initiated in 1961 as Programme Logic for Automatic Teaching Operations (PLATO) at Illinois University followed by Patric Suppes in 1966 at Stanford University, who used it to teach Mathematics and pronunciation at primary school level with the assumption that it may instruct a number of learners at a time with self pacing and accuracy as per individual need along with making provision of continuous individualized feedback. Secondly, it facilitates automatic recording of output/terminal behavior of learners for checking and future planning of teaching.

It may be used for teaching of different disciplines and while using different methods of communication and transaction of content.

Mechanism of CAI :

Unlike teaching machine in which content is presented in small frames for learning, in CAI, computer used to analyze the previous knowledge of learners and their entering behavior to select and present appropriate initial content with the help of electric typing device, from the stored programmes.

Instruction is being categorized in to pre tutorial phase and tutorial phase. In the pre-tutorial phase, computer selects a learner according to his entering behavior and individual needs and in the tutorial phase accordingly, appropriate programme is placed before the learner for going through and responding/practicing during which it evaluates the achievement, too.

The steps followed are –

- i) Selection of target population by reading the stored data in punched card or magnetic tape or in hard disk about any learner after providing with a pre-test, to select suitable programme and
- ii) Presentation of programme and learning control followed by feedback and change in programme to control learner's behavior.

For implementation of CAI, some expert services are being needed like that of programmer, computer engineer and system operator besides the subject expert or specialist for writing, selecting or preparing correct learning materials or programmes, to store.

For drill and continuous practice, CAI may be used successfully in language lessons as well as in teaching of Geography. Since through audio tape, computer may explain content very well, tutorial and dialogue both are possible in case of CAI and students may write on screen using light pen or key board.

Simulation, role playing and gaming may also be possible to motivate learners and develop self confidence among them. Thus, for practice of teaching in simulation, use of CAI is also helpful along with practice in class room teaching because use of multimedia approach is much easier while using CAI.

Lastly, it is much more beneficial for the purpose of information processing and handling in case of each and every individual learner including maintenance of cumulating records for proper counseling, on need.

So, individualization of instruction in an overcrowded class room is possible through making use of computers in instruction inspite of its costly nature and mechanical behavior through which attainment of objectives related with affective domain may hardly be possible. For development of values and humanity based characteristics among learners, CAI may be a failure but for attainment of cognitive domain based objectives of teaching, it may serve well and therefore, it is now receiving more appreciation.

Models of Teaching :

Models of teaching or teaching models may be another innovative approach, found more fruitful for creation of a specific teaching-learning environment and shaping of behavior of learners, according to the objectives determined, in pre-hand.

As a social as well as natural science, teaching of Geography has a crucial role to play to respond to the specific challenges and demands of the twenty first century, like enhancement of eco literacy, feeling the basic needs to sustain natural balance and resource cycles, protection of socio-natural environment etc., and creation of different teaching-learning environment.

If Geography is being taught well at secondary level of school education with the help of suitable and appropriate teaching strategies and measures, attainment of democratic norms and inculcation of concerned value system may easily be possible among future citizens but for such an attempt, a lot of changes may be required in terms of our existing Geography curriculum at secondary level along with mode and ways of its transaction in class room teaching learning situation as well as in teaching schedule and allocation of time and resources and facilities for teaching of Geography, as per requirements of various models of teaching.

Models of teaching is defined as well structured, logically consistent, cohesive and lucidly described alternatives patterns of teaching. If we are agreeing with this definition of models of teaching given by Schaefer (1972), we have to admit that instructional process may become more structured, explicit or easy to follow and logically sound as well as more suitable for the learners at secondary level comprising especially of the students of class IX and X with age range of 14+ to 16+ with developing comprehensive ability.

Various authors tried to classify models of teaching, identified yet, in different ways.

Hilgard and Bower (1975) grouped models centered on principles of learning and on principles of cognitive development.

Joyce and Weil (1972) classified on the basis of objectives of models of teaching in to four families known as social interaction, information processing, personal development and behavior modification.

Patterson (1977) attempted to make categories of historical teaching model including lecturing, Montessori, personal development and Socratic models and psychological model including basic teaching model, computer based teaching model, interactive teaching model, carol school teaching-learning model etc.

Teaching models, unlike methods of teaching are described in terms of few components or characteristics like focus, syntax, social system, support system, applicability etc., in place of based activity steps.

Focus means the point of reference keeping in view of which the model has been developed and thus includes the basic idea, base or objectives. Not only the objectives but also the situation or specific environments in which attainment of said objectives may easily be possible, are also specified under the title of focus.

Syntax means sequential activities through which specified objectives could be achieved. Thus, it includes, steps, continuity there in, and interrelation etc.

Social system describes specific class room interaction style and behavior, role of teacher and learners inter relationship, responsibilities and role expectations etc. along with expected behavior of learners, feedback and reinforcement.

Support system indicates instructional materials required to create a specific teaching- learning situation or environment, equipments, learning materials, data, facts and figures, charts etc., which are used in support of class room presentation.

Applicability shows the categories or group of learners for whom teaching model is considered as more suitable or the content or discipline for which may be used effectively. It consists of application of knowledge too in terms of day to day life and living as well as application in other situations.

Now, one illustration of models of teaching may be taken in to account to indicate the use of it for the students of secondary level of school education.

Geography, like other sciences, is a discipline in which there are a number of basic or fundamental concepts, without following which no one can acquire sound knowledge in the content. For example, longitude and latitude is a concept like slope, contour lines, isotherms and so on.

To teach concept of Geography at secondary level, information processing family based models of teaching are generally considered as more suitable because one who process information better and more systematically, is supposed to learn a concept more efficiently and in a better way.

Concept Attainment model of teaching, propounded by Bruner, Good now and Austin in 1967 is one such models of teaching which may be used frequently to teach concepts of Geography.

Bruner (1969) subsequently described saying that it is based up on learner's power of classification of information or data because one who classifies better may acquire concept better.

Focus :

1. Identification of characteristics of content / data / information provided.
2. Understanding differences present in the content / data / information.
3. Grouping of objects/ data/ information/content.

4. Finding the base or ground of grouping to arrive at the underlying concept.

For example, India, Sri Lanka or Ceylon, Thailand, Java, Sumatra, Borneo, etc. are placed in a category and learners may try to find out the base of this categorization as South East Asian Countries.

Syntax :

- i) Presentation of the names of objects/ facts/figures/data before the learners which may have some common characteristics or base or attribute to be identified by learners after providing with repeated exemplars or illustrations or information provided to them.
- ii) Students attempts to identify the criteria of classification or placing of objects in a specific group through various lists/ exemplars.
- iii) Identifying the same base or attribute or concept from another list of objects /data/information.
- iv) Concept practicing through gaming with different type of exemplars.

Social System :

In this model of teaching, social system is required to be flexible, cooperative and conducive enough to conduct concept gaming in geography class room. Much more time, planning and .practice may be required to reach at the concept.

Role of Teacher :

He is the controller of learning who presents data / information/ objects, provides with hints/ guidelines to find out attributes of the concepts, participating in concept attainment practice to reach at underlying concept and gives motivation through proper feedback, wherever required,

Role of Learners :

Learners are supposed to try to find out the underlying relationship among data/ objects/information presented, identify other attributes of the concept, participate in concept attainment game/practice etc. like involvement in cross word puzzles,

Interaction :

In concept attainment gaming, a number of strategies may be used to reduce monotonousness and sustain interest of learners like modern instructional aids and devices. Interaction pattern is to be supportive, cooperative and helping in nature.

Support System :

Concept laden supportive data /information /objects and negative exemplars are the main supports along with suitable audio-visual teaching or instructional materials including projective devices, sources of information etc .

Here, it is to be clarified well that the learners are not supposed to invent or determine any new concept in this model but attempts are being made by the learners only to identify the previously known concepts, identified by someone, with the help of underlying and indicated /given attributes.

Application :

It is explicit that the concept attainment model of teaching may be used well to teach concept of Geography but at the same time may be utilized for teaching of grammar, mathematics, scientific concepts, etc.

Environment :

This model of teaching requires a cooperative and learner friendly environment in class room with structured outlook to participate in concept attainment gaming by each and every learner, one by another.

A competent Geography teacher may use it for the students of secondary level in an innovative and interesting manner with the help of day to day life exemplars and non-exemplars, one in which the attributes of the concept is present and the other in which it is absent.

Innovative measures are many in number in the field of education in general and educational technology and technology of teaching-learning, in particular but selection and optimum utilization of which requires proper training and practice and only devoted and dedicated effective geography teachers may be able to do the needful for application of the same in class room teaching-learning situation provided that the required facilities, time and support are available from the management and institution.

Let us hope, that our teaching community may come forward soon to adopt and make use of all viable innovative measures to teach geography at secondary level of school education in near future in place of mere verbal mode of direct transaction of concepts, facts and figures to make the prospective drive of universalization of secondary and senior secondary education, a grand success and open the access of right kind of education to all prospective learners who are yet out of reach of the purview of secondary education.

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A STUDY ON RELATIONSHIP BETWEEN ATTITUDE TOWARDS ENVIRONMENT AND ENVIRONMENTAL AWARENESS OF HIGHER SECONDARY STUDENTS IN WEST BENGAL

Dr. Goutam Chakrabaty

Assistant Teacher of Garaimari , J.K Vidyaniketan, Domkal, Murshidabad, West Bengal

Abstract

The positive attitude nature as well as environment can defined as making a conscientious attempt to improve the state of the environment. A negative attitude towards environment, however, could be defined as making little or no effect to improve the environment and performing the acts that continue to hart it. Environmental awareness means to help social groups and individuals to acquire an awareness of and sensitivity to the total environmental and its allied problems .since the teaching of environmental education is an important vehicle for students ,investigator interested in studing environment of higher recondry students studying in schools of districts 24pg(n) and Nadia in west Bengal . The main purpose of the study is to examine the relationship between environmental awareness and attitude towards environment of 300 higher secondary students of three different streams i.e. arts, science, and commerce .a analyzed by using standardized tools of environmental awareness ability scale and environmental attitude scale which assessed their attitudes toward the environmental awareness ability .the sample of the study consisted of 300 higher secondary students of three different streams. Result indicated that there existed significant difference and relationship between attitude towards environment and environmental awareness .the mean scores of environmental attitude and awareness scores were greater in science group than other groups.

Key Words : *Attitude towards Environment, Environmental Awareness, Environmental Education, Streams, Standardized tools*

Introduction

Young people today are facing issues and problems relatively unknown to previous generations. Environmental humiliation is a serious issue in the world today .as the human factor is the largest contributor to the environmental degradation the relationship between environment and human kind is indeed deep and has been recognized from the Vedic period. Furthermore, non violence towards both animate and inanimate components of biosphere has been ingrained as a guiding principle in the Indian psyche. Therefore, awareness, environmental education is the paramount concern of all the citizens of society .education should inculcate values necessary to understand and appreciate the inter relationship among man, his culture and his bio-physical surrounding .it should consider the environment in its totality and should be a continuous lifelong process beginning at the pre-school level and continuing through all stages . it should be inter –disciplinary and examined major environmental issues from local ,national and international points of view. Emergence of

environmental education as a compulsory subject at school level is a welcome development .India can protect and restore environmental and natural resources by spreading awareness on such issues among its citizens .the importance of sensitizing students on environmental issues has led the supreme court to deliver a judgment on 18th December 2003 and direct NCERT to prepare a model syllabus for environmental education for different classes ,which has been prepared under the title ‘environmental education in schools ,june 2004’.from the academic session 2004-2005,environment education has been introduced as a compulsory subject at all levels in the school curriculum we have to create awareness about the environment and an attitude of caring and sharing of natural resources in the minds of those children who are the future citizen of our nation. policy makers, educators, administrators ,teachers must be alert in sensitizing students on various types of environmental issues .environmental attitudes should serve for three purposes such as to understand the world in terms of knowledge functions. This should be accomplished by simplifying knowledge about the object in the natural. Environmental attitude can serve to extend and reaffirm our understanding of the surrounding environment and our place in it. Environmental attitude allows to be better able to cope with intrapsychic conflicts generated by threatening environmental conditioning. Thus, the environmental awareness programme will be interdisciplinary in approach to be organized in school and out of school encompassing all levels of education, directed towards particular the ordinary citizens living in both rural and urban areas, youth and adults alike ,with a view to educating them to manage and protect the environment.

Objectives of the Study

Keeping this background in mind present study was framed with following objectives :

- 1) To assess the attitude towards environment of high environmental awareness groups of students of different streams of higher secondary education.
- 2) To assess the attitude towards environment of low environmental awareness groups of students of different streams of higher secondary education.
- 3) To find out whether is significant relationship and linear effects between environmental attitude and environmental awareness of higher secondary students.

Hypotheses

- H₁ : Attitude towards environment of the students with high environmental awareness differ significantly under three different streams of higher secondary education.
- H₂ : Attitude towards environment of the students with low environmental awareness differ significantly under three different streams of higher secondary education.
- H₃ : There is significant relationship between environmental attitude and environmental awareness of the students of three different streams of higher secondary education.

Population and Sample

Students of W.B.C.H.S.E constitute the population of the study .the sample of 300 students studying in XII classes of three different streams i.e. arts, science and commerce was drawn through a randomized process from six higher secondary schools of north 24 pgs and Nadia districts .

Variables

Three variables has been selected for the study.

- 1) Attitude towards environment.
- 2) Environmental awareness.
- 3) Streams –arts, science, commerce.

Tools Used

- 1) Environment awareness ability measure (EAAM) by jha (1998) was administered to assess the environmental awareness of the respondents .the measure consisted of 51 items.
- 2) Environmental attitude scale (EAS) constructed by Dr. Hasee Taj with 61 items to assess the attitude towards environment of the respondents.

Analysis of data**Analysis of data pertaining to H_1 :**

[H_1 : Attitude towards environment of the students with high environmental awareness differ significantly under three different streams of higher secondary education].

Table 1. Showing ‘t’ between the mean attitude towards environment in arts and commerce streams with high environmental awareness (EA) of higher secondary students.

EA	Stream	N	Mean	S.D	SED	t	Level of Significance
High	Arts	30	36.37	6.27	1.25	5.34	0.01
High	Commerce	30	43.03	2.7			

Table 2. Showing ‘t’ between the mean attitude towards environment in arts and science stream with high environmental awareness of higher secondary students

EA	Stream	N	Mean	S.D	SED	t	Level of Significance
High	Arts	30	36.37	6.27	1.17	14.24	0.01
High	Science	30	53.07	1.39			

Table 3. Showing ‘t’ between the mean attitude towards environment in science and commerce stream with high environmental awareness of higher secondary students

EA	Stream	N	Mean	S.D	SED	t	Level of Significance
High	Science	30	53.07	1.39	0.35	17.98	0.01
High	Commerce	30	43.03	2.72			

Analysis of data pertaining to H_2 :

[H_2 : Attitude towards environment of the students with low environmental awareness differ significantly under three different streams of higher secondary.]

Table 4. Showing ‘t’ between the mean attitude towards in arts and science stream with low environmental awareness of higher secondary students

EA	Stream	N	Mean	S.D	SED	t	Level of Significance
Low	Arts	30	25.03	4.80	1.36	11.24	0.01
Low	Science	30	40.33	5.70			

Table 5. Showing 't' between the mean attitude towards environmental in science and commerce stream with low environmental awareness of higher secondary students

EA	Stream	N	Mean	S.D	SED	t	Level of Significance
Low	Science	30	40.33	5.70	1.73	3.31	0.01
Low	Commerce	30	34.60	7.58			

Table 6. Showing 't' between the mean attitude towards environmental in arts and commerce streams with low environmental awareness of higher secondary students.

EA	Stream	N	Mean	S.D	SED	t	Level of Significance
Low	Arts	30	25.03	4.80	1.63	5.84	0.01
Low	Commerce	30	34.60	7.58			

Analysis of data pertaining to H₃ :

[H₃ : There is significant relationship between environmental attitude and environmental awareness of the students of three different streams of higher secondary education]

Table 7. Showing the mean (M), standard division(S.D) and corporation between environmental attitude (EnA) and environmental awareness (EA) in three different streams of higher secondary students.

Streams	Variable	N	M	SD	r
Arts	EA	100	59.75	13.03	0.74**
	EnA	100	31.49	6.38	
Science	EA	100	90.79	12.91	0.93**
	EnA	100	47.95	6.21	
Commerce	EA	100	68.99	8.15	0.78**
	EnA	100	39.35	5.66	

**Correlation is significant at 0.01 level.

Findings

- 1) Results of tables 1, 2 and 3, revealed that there was a significantly mean differences of attitude towards environmental awareness of the students under three different streams. So, the corresponding hypothesis (H₁) was accepted.
- 2) Results of tables 4, 5 and 6 revealed that there was significant mean differences of attitude towards environmental with low environmental awareness of the students under three different streams. Hence, the corresponding hypothesis (H₂) was retained.
- 3) Results of table 7 revealed that there was a significant relationship between environmental attitude and environmental awareness of the students of three different streams of higher secondary education. Hence, the corresponding hypothesis (H₃) was accepted.
- 4) The mean attitude towards environment with high environmental awareness as well as low environmental awareness in science streams students was more higher than commerce stream and arts streams. Hence, there existed a significant stream difference in the environmental attitude with respect to environmental awareness of higher secondary students.

Conclusion

“Let every students now think and act as a responsible trustee of Earth, seeking choices in ecology, economics and ethics that will provide a sustainable future ,eliminate all types of pollution awaken the wonder of life and foster peaceful progress in the human adventure “in order to determine the level of awareness and attitudes of pre –service teachers we have to find a means of improving the quantity of environmental education of elementary school teacher education .accordingly ,the educational problem we set to address should seek to propose suggestion to improve the quantity of environmental education department by considering both current students of awareness and attitudes towards the environment .

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ICT COMPETENCIES IN TEACHER- EDUCATORS OF DEHRADUN – AN ANALYSIS

Himani Singh

Research Scholar, Banasthali Vidyapeeth, Newai, Rajasthan

Email : himanisabbarwal@gmail.com

Dr Madhu Mathur

Head & Dean, Education Department, Banasthali Vidyapeeth, Newai, Rajasthan

Email : madhumathur2710@gmail.com

Abstract

Within the past ten years, ICT has become an essential part of our learning and development in education. Today it is no longer an option to learn the basic skills of ICT but rather a prerequisite for academic qualifications and jobs. The rapid development of these new technologies coupled with the world-wide challenge to educate all learners has led to a global reform and restructure the teaching methods to enable students equip themselves for the future. Whether ICTs are the best educational means for all societies is still a current and open debate among educationists and education implementers. However, they all agree upon one aspect isthat ICTs are rapidly spreading globally and whosoever does not equip themselves with appropriate technologies and the knowledge required to apply them will lag behind in world development. The present paper looks at the development of ICT in teacher-training from a theoretical and a practical perspective and is based on a study of the TTIs which tries to foster ICT use in teacher education. The paper also proposes the potential value of ICT based curriculum and ways to promote it in B.Ed colleges.

Conceptual Framework

In teacher- education in India information and communication technology (ICT) has clear impact on the development of educational curricula. However its implementation and use is limited and unjustified. In teachers' professional development, ICTs are seen as essential as they have the task of preparing students for their role in modern society. According to a UNESCO 2005 survey, only 35% of already trained teachers in secondary schools in Europe, Asia and Africa, have basic skills in ICT, which leaves the remaining 65% of the teaching work force on the three continents still in need of computer skills (Zindi & Aucoin 2006). The absence of a formal and established ICT curriculum leads to an ambiguous situation. A policy which fosters the integration of ICT in teaching and learning processes,establishes professional attitude and willingness of the teacher-trainees and teacher-educators in need of today. The current situation of curriculum cannot guarantee that all pupils will achieve the ICT competencies and further teachers and trainee-teachers make the optimum use of ICT is also in question .In order to answer this question, a survey was conducted among 53 respondents in a stratified sample of 10 B. Ed colleges.As said by Joseph and Annaraja 2005 “The teachers should be given training in using the most new modern technologies in the field of education

so that the students whom they teach also get the opportunity to get upto date information with regard to topic or subject they teach” It is rightly said that teachers, who are trained in the use of ICT, should teach and do research in those communities, in which they grew up (William W. C 1994).

Objective of the Study

The present study investigates how and to what extent teacher-educators in particular already implement the ICT –intergrated curricula and accept the new teaching-learning environment. In particular, it examines which ICT competencies teacher-educators actually adopt (actual use) and which competencies they intend to adopt in the future (preferred use).

The question is to what degree teachers integrate ICT in their teaching and learning the way the NCTE and NCF has proposed. International research reveals that, despite the definition of national ICT-related curricula, significant differences can be observed in the way ICT is currently implemented between and within schools (eg, Goodison, 2002; Kirschner & Selinger, 2003; Loveless & Dore, 2002). A recent study (Hennessy & Deane, 2004) reports that teachers are gradually starting to integrate ICT into their teaching strategies. This brings us to the central objective of the present study. To what extent are the current perspectives and instructional practices of B.Ed Teacher-educators of colleges in Dehradun in accordance with the new ICT framework that reflects their ICT competencies ?

Research Sample

A stratified sample of 10 BEd colleges was drawn from Dehradun city, capital of state Uttarakhand, India.. Teacher- Educators of the colleges were asked to fill out a questionnaire, resulting in data from at least six teachers per college.. Fifty-three out of sixty nine educators cooperated in the study, representing a high response at college level. The final teacher sample consisted of 53 teacher educators which 75.6% were female. The age ranged from 24 to 58 years, with an average age of 48 years.

Research Instrument

The questionnaire presented to the teacher-educators focused on the ICT variables and information about them at teacher and college level. Because of our interest in understanding how the ICT competencies have been introduced at college level, the principals / HOD’s were interviewed (using a semistructured interview) . A reliability analysis helped to examine the internal consistency of the instrument in view of determining the attention paid to pursuing the two particular types of ICT competencies namely SKILL and USAGE.

Interpretation of Data and Findings

Skill : The most important factor of ICT competencies is the skill possessed by an individual in handling and usage of computers. There are several dimensions which are termed here as skill in computers. The following table indicates how much are these skill are used and what is the total percentage of the usage of these skills by the teacher-educators.

Table 1. Descriptive statistics for the information and communication technology profile of Skills of Computer usage of the teacher- educators

Skill	No. of Hours Used in a day	% of total usage
Word processing	2-3	30
Spreadsheets	1	10
Presentation tools e.g.Powerpoint	2-3	44.4
Internet research	3-4	63
Email,	1	73.2
Chat	1-2	46.27
Education networks	1-2	37.74
Statistics	0-1	22.19
Elearning	0-1	31
Databases	0-1	23.63
Programming	0-0.5	12.29

Usage : All teachers in the sample reported to be to some extent familiar with ICT. The average ICT experience was 9.04 years. Only 2.6% of the sample reported they never used a computer or other accessories, neither for supportive tasks, class use nor for leisure purposes.

Table 2. Descriptive statistics for the information and communication technology profile of Usage of ICT of the teacher- educators

Sample	M	SD
ICT experience in years	9.04	4.14
ICT use for professional support	4 .35	3.86
ICT use for class use	2.28	2.81
ICT use for leisure activities	2.42	3.88

On average, teachers reported to use the computer 9.05 hours a week, mostly for professional support and, to a lesser extent, for class use or leisure activities. Only 12.3% reported that ICTs were never used in the classroom. Most of the teachers use the computer between 1 to 2 hours a week (62.3%) and 25.4% integrate ICT use into their class activities for 3 hours or more. It can be concluded that ICT have found their way into classrooms, but the average time spent on ICTs in classrooms remains rather limited.

More than half of the teachers (56.2%) have followed at least one computer training course during the last 5 years. The average number of training courses followed during these 5 years was 1.05 SD = 1.49). Up to 54.8% reported that ICT training has contributed ‘to a lesser extent’ to the integration of ICT in the classroom. Only 6.3% reported a strong effect of ICT teacher training

Table 3. Descriptive Statistics for the Information and Communication Technology Profile of Teacher-educators

Dimensions of ICT	Percentage of Total Usage
AUDIO / VISUAL DEVICES Audio Cassette Recorder, Compact Disc, Radio, Television	10%
COMPUTER TECHNOLOGY Word processor, Personal Computing	77.73%
COMMUNICATION TECHNOLOGY Intercom, Radio, T.V., Telephone Communication, Teleconferencing	12.27%

The above table indicates how much are different dimensions of ICTs are used by teacher-educators , owing to the least usage of Communication technology, a lot needs to be done in this aspect.

Conclusion

From the research findings, it is to be concluded that the aspirations of national educational authorities in view of establishing ICT competencies does not automatically result in changes in classroom practices. Although the results in this study cannot be generalised beyond the target population of Teacher- Educators of Dehradun but the present study can inspire states and regions where a similar incongruence is being observed between ICT-related national curriculum initiatives and the current level of adoption of integrated ICT use. In the future, in-depth studies are needed to identify in more detail how teachers respond to ICT curricula, how this is related to their education conceptions and to what extent contextual factors at college level (eg, ICT policies and plans) can be identified as determinants of the use of ICT in the classroom.

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IMPLICATIONS OF LIFE SKILLS FOR SCHOOL AND TEACHER EDUCATION

Dr. Geetha G. Nair**Associate Professor in Botany, DESM, RIE, Mysore, Karnataka****Abstract**

The importance of Life Skills in Biology and in various disciplines like Art, Science , Physical, Health , Psychology, Peace, (Personal, Social and Health Education) PSHE, Work, Inclusive education, etc. has been emphasised. Life Skills are important for increasing quality of school education. Ours is a knowledge society and this has brought about changes in values and changes in the mindset of people in society. This in turn will bring about mind blowing changes in the coming centuries through the internet boom, Moore's law, photonics, nano- and biotechnology, infowhelm, biofeedback and integral education. School and teacher education will have to give precedence to co-scholastic areas of life skills in order to keep pace with exponential changes of the future. Life skills are more important than values, will stand the test of time and for life long education than meeting needs of adolescents alone.

Introduction

WHO (1994, 1997) has defined life skills as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Skills have been mentioned at every step of the elementary and secondary stages of education in the NCF (2005). Science and technology mentioned in NCF emphasises the development of manipulative skills which are acquired in day-to-day life situations. Also, it has been mentioned that practical activities to be chosen should have relevance for future life through acquisition of skills and values. Adolescence is a stage full of transition and trauma. The transition from childhood to adolescence brings along with it a series of physical and mental changes. Physical changes such as secondary sexual characters in adolescent girls and boys accompanied by concomitant changes in thinking, attitudes, relationships with peers and elders, and the ability to cope with these sudden changes require the development of life skills. Nowhere in the lifetime of an individual are changes so phenomenal, so drastic and out of cognitive bounds of an individual as during adolescence. This is the reason why WHO (1997) has stated that "Life Skills Programme" should be implemented universally in schools.

The Need for Life Skills Education

Life Skills Education and Life Skills Programmes have been developed in various countries as well as in India because of the underdeveloped status of certain populations, the socio-economic disparities, and the lack of scientific and technological know-how and medical facilities in remote areas and also due to lack of literacy, unemployment, devastation caused by war and because of sheer ignorance and turbulence of youth in the adolescent population. For e.g., according to Galagali (2010) adolescents form 22% of India's population (Census, 2001) and their health (mental and physical) will determine the health of the nation. It is reported that while higher education is becoming an attainable goal for young people in certain areas of the LAC Region (e.g., Argentina, Chile, Costa Rica, Panama,

Peru, Uruguay and Venezuela), the vast majority of young people in LAC will not have that opportunity (World Bank, 1999). Employment and youth unemployment estimates range from 35-66% (PAHO, 1998). Data from household surveys in 15 countries show that youth (15 to 24 years old) who neither study nor work represent between 12% and 40% of poor households (ECLAC, 1997). The future for these young people, disconnected from educational system of society, without social security benefits, or other opportunities to gain capacity-building skills is very uncertain. Not only in America, but also in India to a certain extent, the economic crisis has made the chance to earn a living wage, to get an education, to access health services, and to live free of disease and poverty vary widely. Economic globalisation and trade liberalisation will exacerbate disparities between the skilled and educated, and the unskilled and uneducated with the latter facing greater marginalisation and exclusion. Poverty and inequality can be overcome through life skills and also the quality of life can be changed. Not much has been done by way of life skills education in India. Some governmental initiatives exist. To augment government initiatives for improving quality of school education, CII(cii website) in partnership with UNESCO and state governments is supporting the long term phased initiative for quality education in select schools of Delhi and Uttar Pradesh. The Quality Life Skills Education Programme in Srinagar aims to reinforce quality life skills education in select government schools of Srinagar by motivating, enabling and empowering principals as well as teachers to integrate life skills education into the existing curriculum (cii website). This is being done to provide a full range of information, services and support to empower them to make empowered decisions and choices and to lead a quality life.

Ryan and Ryan (2009) provides students of grades 10 to 12 with the most current career information and thoroughly covers a variety of social issues affecting today's workers and the workplace. Case studies on personal and career planning, personal responsibility, building character, problem-solving techniques and life skills are mentioned. Case studies on life skills illustrates the importance of every day life tasks such as money management, being a consumer, work and the family, health skills and citizenship responsibilities. The 5th (1998-1992) and 6th (1993-2000) surveys of education show some work on skills done by Murugesan (1988), Usha Abraham (1991) and Gupta (1991). Research studies have focussed on the assessment or development of skills in students (Bhattacharya and Chaudhari, 1993; Swamy, 1995). According to Sharma (2003), maternal education was associated significantly with higher levels of life skills in adolescents.

The greatest expansion of life skills instruction was found in the African-Asian and mixed race schools where the principals perceived problems in the student bodies (Brown *et al.*, 2003). And the 11 life skills topics studied under life skills education were viz., Reproductive Biology-Human growth and development and life cycle; understanding sexuality; self-esteem; assertiveness; and decision making; relationship-communication and negotiation; HIV/AIDS-transmission and prevention; HIV/AIDS -looking after people; STDs-prevention and symptoms; drugs and alcohol; contraception, violence and sexual abuse. As mentioned already (Galagali, 2010) and according to other reports, the adolescent population constitutes one-sixth of the total global population and their health issues both in terms of physical and mental health have become a serious concern for public health professionals and policy makers (Cotton and Range, 1996; McLaughlin *et al.*, 1996; Kashari *et al.*, 1997; Schilling *et al.*, 2009). Depression is the second leading cause of disability after heart disease (Holden, 2000; LeCusier, 2001). Suicide is the third leading cause of death for teenagers and

young adults in the US, besides accidents and homicides (Centers for Diseases Control and Prevention, 2004; D’Orio and Garlow, 2004). The need for life skills education arises as it has been found that feelings of hopelessness are associated with poor social problem-solving, cognitive distortions and family conflict (Becker-Weidman *et al.*, 2009). Depression can be a transient response to many situations and stresses necessitating coping skills; and depressed adolescents have inter-personal problems (Deb and Chakraborty, 2010).

A Conceptual Framework : What are the skills necessary in the future and where are we headed to in the future through leaps and bounces in science and technology? We are in the information age now and our society is a knowledge society. Figure 1 gives us an idea as to how we arrived at the information age and the life skills required to survive therein.

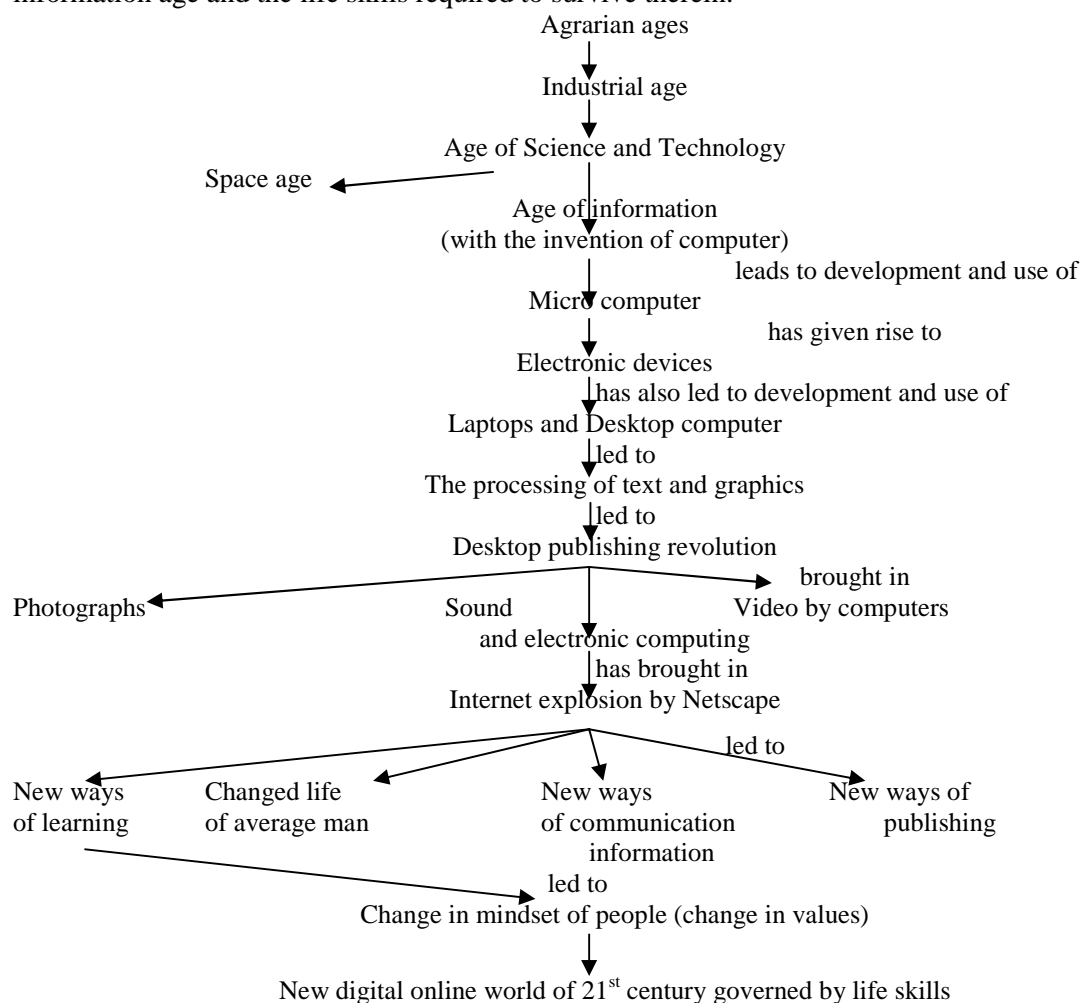


Figure 1: Framework for Life Skills Education in 21st century

Implications and Discussions

The framework highlights mind-blowing changes in the coming years calling for higher order thinking skills, creativity and problem-solving skills. Changes in science and technology in the future will be due to exponential growth(Moore's Law), Nano- and Bio-technology, Photonics, Internet boom, Infowhelm, Biofeedback and Life-long learning.

Moore's Law

Gordon Moore, Chief of Intel, proposed Moore's Law according to which the processing power and speed of any electronic computational device would double every 24 months while at the same time the price to produce it would decline by 50 percent, i.e. every 24 months we have technology that is twice as powerful at half the price (exponential growth). These are exponential times and we are now going faster than human beings can endure. Time is compressing and the life span of new technologies is becoming shorter. By 2022, the power of an off the shelf computer will exceed the intelligence of a human being. By 2030, children will carry devices in their backpacks or their pockets containing the sum total of all human intelligence with any single piece of information accessible in a fraction of a second.

One has to be aware of these mind-blowing changes of the future and prepare for it creatively and solve a generation in advance the problems of technology in future for succeeding generations and this calls for higher order thinking skills, creativity and problem-solving skills.

Nano and Bio Technology

One nano meter is one billionth of a meter (atomic/molecular scale). If a structure/material / device is developed with one of its dimensions smaller than 100 nm then it is nano technology. It is used for making stain and wrinkle resistant clothes, self-cleaning windows, sports socks and shirts that won't stink, cosmetics with particles that refract light and hide wrinkles, kitchen boards that kill bacteria, cooking oil that transports vitamins and minerals, microscopic computers, machines and robots of the size of a virus (which can be swallowed/injected). With microscopic technology, arterial clogs can be removed bloodlessly (non-invasive surgeries of arterial and neurological systems). Also viruses and bacteria can be reprogrammed and designed to deliver molecular doses of chemotherapy to target specific cells. This will also lead to implantable diagnostic and treatment devices and biosensors. Also it will lead to the creation of self-replicating machines that will reverse engineer human processes gone wrong. Micro machines will course through bodies to impact, repair and rebuild dysfunctional parts of the nervous system. e.g. brain pacemakers will silence neurons that malfunction in neurological disorders like epilepsy. It also means production of bio materials laced with protein-based agents. It means genes or stem cell therapies used to stimulate or out perform the body's natural ability to heal nervous tissues which were beyond repair.

All this involves a lot of creative thinking and problem-solving tasks in Biology and Science for the future generations, keeping bioethics in mind, and therefore calls for proper decision-making abilities.

Photonics

The chip technology driving Moore's law has led to a second global exponential trend – photonics

i.e. generation, transmission, modulation, signal processing, switching, amplification, detection and sensing of light (i.e. tele-communication and information processing). Here we deal with fiber optic cable and the transmission of laser light of different colours and frequencies through that cable. We have made bandwidth speeds of 10 gigabytes/second increasingly possible. Data is transmitted at light speed. This is fiber optics. What about wireless and co-axial cables ? These are the concrete and steel of the information highway and will affect greatly the future of global economy.

The way we work, we live and communicate and learn are going to change exponentially.

By spending a few minutes on desk we can hire millions of professionals in every conceivable industry. This new economy is based on new (not reconstituted) skills and knowledge.

Crowdsourcing has been made possible through wikipedia with an accuracy greater than of Encyclopedia Britannica. Thousands of contributors edit and maintain this resource in real time. As news happens, as new scientific breakthroughs alter facts, wikipedia is kept current by its army of volunteer contributors. Through crowdsourcing we can get expertise of the entire planet. This is the status of information today. What will happen in the future ?

Continuous voice recognition technology has become possible along with automated speech, translation technology and automated telephone interpreting services. This changes the way we communicate in future.

Life skills will help in developing social and intellectual capital which are the new economic values in world economy. The great challenge for education is to prepare students to capitalise on these opportunities and prepare for solving problems that we have not begun to think about; and to train them in the technologies that have not yet been invented !! Students need creative training to succeed in an exponential environment. Thinking today is probably based on linear common sense and what students need in future is exponential thinking.

The Internet Boom

UN considers Internet as human right. Face book is a socialised networking for children below 10. Children are taught to become good digital citizens. Twitter enables text-based posts of upto 140 characters known as tweets by the author, used for finding assistance, political campaigning, legal proceedings and public relations all of which involve life skills. Youtube (Video), ipods (for music and movies), skype (for voice calls) and e-bay (for shopping) are resources increasingly available online.

The world is experiencing a massive shift from text-based learning resources to online interactive multimedia. Internet has started overwhelming us, stretching our capacities to cope and make us sit for longer periods in front of a glowing screen. Very soon we will walk and talk our way through the web, searching for information and interacting with digital devices and this calls for coping skills.

Infowhelm

The intersection of the above global trends has created information age or infowhelm where access to the total of all human knowledge will be right in the palm of our hand anywhere, anytime and within seconds (or as an implant in the nose). This once again calls for coping and thinking skills and for investment in life-long learning as knowledge gained today becomes obsolete incredibly fast.

What matters then in future is ability of students to place information in a context and use it effectively. New gadgets have brought in disruptive changes and these are globalising our economy.

Education in future will be on: (a) Customised learning for the learner (as age and grade will not matter and mastery of content and skills become important); (b) Non-linear learning (with formation of cognitive links); (c) Physical and virtual learning (school will be a place where learners will have to work on interpersonal skills and social skills become important in virtual world as well); (d) Learning assisted by machines (robots and androids as well, besides computers) – these will assist in skill development in maths and reading; (e) Learning will focus on processing multimedia, information and skills thereof, receiving and decoding messages in different media formats and communication of messages; (f) Learning will be collaborative – say through networked games, and team work will be a must, with collaboration becoming an essential life skill. Even teachers will need collaborative life skills; (g) Learning will be wholistic i.e. whole mind: The left brain is used for learning the 3R's (i.e. reading, writing and arithmetic), and for literacy, logic and reason. These are taught in a traditional school. In contrast, the right brain handles emotions, creativity, synthesis and analysis leading to the development of new age higher skills; (h) Learning will be based on discovery: Students get realistic virtual experiences of world around and learn from them; (i) Teaching will be about crafting problems: Learning activities and projects will be made to foster to higher level thinking skills; (j) Holistic evaluation: Evaluation will be done using software and not manually.

New digital technology calls for routine cognitive work that can be done anywhere and non-routine cognitive work is the stuff we refer to as 21st century skills and these include critical thinking, problem-solving, innovativeness, creativity, being complex communicators, team-work and team-learning – a work or skill that cannot be replaced by unskilled labour; replaced by technology or software or outsourced to overseas workers.

These 21st century skills are referred to as 21st century fluencies. Fluency here demonstrates a level of proficiency far beyond literacy. The 21st century fluencies are solution fluency, information fluency, collaboration fluency and creativity fluency and media fluency (not about technology but what we do with it). These are mostly process skills and critical thinking skills indicative of the kind of skills everyone will need in digital age.

Life-long learning

The aim of education is synonymous with the aim of life and taken in a separate perspective life skills comprise learning of skills for life long Education. Life long education has been gaining increased acceptance every day. Various philosophies of education of this century have accepted the principles of life long education. Integral education is one such modern philosophy which has accepted the principles of life long education. Integral education is a theory developed by Sri Aurobindo. The Philosophy of Integral Education is based on Hindu philosophy of life (the psychological principles are not western) and has five aspects viz., physical, vital, mental, psychic and spiritual education.

Life skills education can perform these through coping and understanding skills.

Intellect is the seat of will power and has left hand (analytical, critical) and right hand (comprehension, judgement, imagination, memories, observation and manipulation i.e. creative and synthetic) faculties. Life skills education develops these faculties through solving and thinking skills.

Though life skills are not concerned with the Indian concept of the Human mind, it partly fulfills these for the teacher and taught at all age levels through the solving, thinking, coping and understanding skills (Rao, 2007).

Biofeedback

Biofeedback is getting information about ourselves through specialised instrumentation that monitors various physiological processes in real time like brain-wave activity, muscle activity, temperature, sweating and activity, heart rate and respiration rate, etc. studied through moving graphs on a computer screen, and thereby enabling the individual to see, hear and optimise mind/body functioning. Through biofeedback an individual learns his own unique psychophysiological patterns and responses to stress and success and learns to control them than having them to control us. Biofeedback can correct behavioural problems at school and free-up energy and creativity for greater gains. Stress leads to attention problems, depression, anxiety, violence and biofeedback can give practical skills for coping with stress. It is a cost-effective means of addressing and preventing psychophysiological disorders, and of mind/body training for facing life situations.

It would help teachers promote learning – they can send disruptive children to a biofeedback lab where they learn to become more cooperative, and develop relaxation and alertness skills through feedback games. When children adjust psychophysiological responses to life events it will foster subtler human capacities like intuition and creativity.

Adolescence would be more comfortable and productive with biofeedback training where students will become aware of mind/body phenomena and adjust psychophysiological arousal to meet the needs of the situation through decision-making. Biofeedback should be included in curricula of schools today to face the challenges of tomorrow (Wall, 2001).

For all intents and purposes life skills have arrived in the educational domain for good – as a part of school and life-long education. In our analysis (Author, 2011) of NCERT Textbooks (2006) and of the NCERT syllabi (Vol. II, 2005), we have observed that transaction in a Biology class is impossible without life skills – all the more so without the thinking and solving skills.

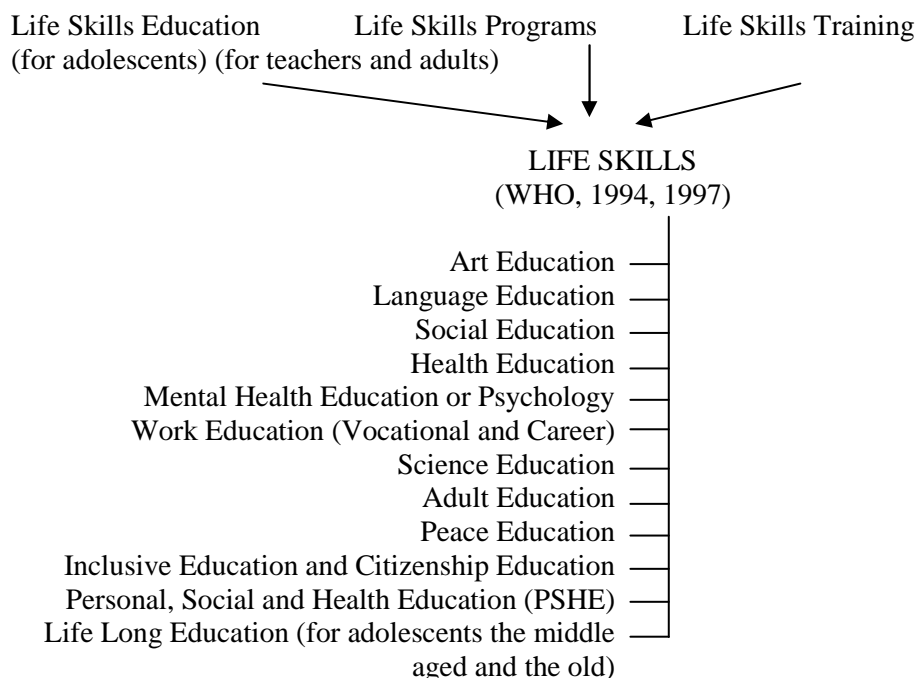
And in the final analysis, both school education and teacher education have to change in the forthcoming decades; and, a co-scholastic areas of life skills has to be given precedence in teaching and evaluation over scholastic subjects as the latter cannot be taught without the former. School education in future should prepare itself for needs of the community rather than of students alone – thereby integrating health, art, work and citizenship into it. And teacher education has to gear itself up for a virtual world classroom. And the teacher next door would be not only a teacher, but also a doctor, a psychologist, a health worker etc.

Be it any area of study, viz. art education, health education, physical education, languages, science education, work education (vocational), adult education, peace education and citizenship education or inclusive education, the process of teaching-learning and the very process of living will require usage of the faculties of brain at every step, especially for Solving, Thinking, maintaining Relationships, Understanding each other and Coping with life situations (STRUC). These mental abilities call for the development of life skills. Before one leaps from the information age to the digital age, these skills need to be sharpened and honed to take us into the future, more than values which do

not stand the test of time. Life skills are basic to values as well and in a world of shifting values, life skills will carry us forward through time as we race into the future.

Conclusions

Life skills have come to stay and life skills are for a life time as follows (Fig.2).



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A PARADIGM SHIFT OF TEACHER EDUCATION PROGRAM IN GLOBAL PERSPECTIVE

Dr. Nupur Sen

**Associate Professor, Department of Education, University of Lucknow,
Lucknow, Uttar Pradesh, India**

Teacher Education and Professional Development

The role of education is the most important factor in the development of the nation. Teachers, school leaders, and teacher - educators are the key actors in maintaining and improving the quality of education and training. Today, education of teachers have witnessed a paradigm shift and educational landscape world over has undergone a sea change in the field of education. This system of education has attracted national planners, policy makers and friends of education in numerous modes and moods recognising its practical utility in any nation building and there is no denying the fact that the real lever of change towards this direction is construction of knowledge and the fulcrum of this tool, which move in proportion to the professional movement of teachers and their continuous education and re-education. There is great dilemma in professionalization of teachers. The call of the day is to initiate an attempt to maximise the potential of the activities of the statutory setups focusing on the interior of their mechanisms of training designs, operations and their effectiveness in understanding how far these programs are capable in bringing changes in competences and attitudes in the aspects of teacher's professionalism, so that teachers can with stand the demands of present knowledge era.

The term "Professional Development" means a comprehensive, sustained and intensive approach to improve teachers and other educational personnel's effectiveness in raising students' achievement. Therefore, Professional Development of teachers requires a dynamic vision of education. The Professional Development of teachers is studied and presented in the relevant literature in many different ways, but it is always at the core of such endeavours is the understanding and it is all about teaching and learning, learning how to learn and transforming their knowledge into practice for the benefit of their students' growth. Teacher's professional learning is a complex process which requires cognitive and emotional involvement, individually and collectively the capacity and willingness to examine where each one stands in terms of convictions, beliefs and the perusal enactment of appropriate alternatives for improvement or change. All this occurs in particular educational policy, environment or school cultures, some of which are more appropriate and conducive to learning than others. The instruments to trigger development also depend on the objectives and needs of teachers as well as of their students. Thus, formal structure such as courses and workshops may serve some purposes, while involvement in the production of curricula, the discussion of assessment data or the sharing of strategies may serve other purposes. Not every form of Professional Development even those with the greatest evidence of positive impact are of itself relevant to all teachers. There is a constant need to study, experiment, discuss and reflect in dealing with teacher's Professional Development on the interacting and influence of the history and traditions of groups of teachers as

well as the educational needs of their student populations, the expectations of their education system, teacher's working conditions and the opportunities to learn that are open to them.

Therefore a status survey on Teacher Education Program of India and U.S.A being done and presented here for the purpose which can promote the implementation and can be helpful for the teachers, policy makers and other experts in this field. Today, the various nations across the Globe are networked more closely than before. The renewal interest in Teacher Education has been spurred by the free spirit and the new world enterprise, which seeks to create human talent pool that can adapt to new ideas, cultures and environment.

The Objectives of the Study

1. To present the existing opportunities and vision for Professional Development of Teacher Education Program in India.
2. To find out the various Teacher Preparation Programs and National Strategies for Professional Development in U.S.A.
3. To highlight and to formulate a paradigm of new route map for Professional Development of Teachers in Global Perspective.

Opportunities and Vision for the Teacher Education Program in India

In India, professional preparation of teachers has been recognised as crucially important since the 1960's; the ground reality remains a matter of great concern. The Kothari Commission (1964-66) emphasised the need for teacher education to be brought into mainstream of academic life, but teacher education institutes continue to exist as insular organisations. The Chattopadhyaya Committee (1983-85) recommended that the length of training for a secondary teacher should be five years following completion of class 12; it also suggested that colleges of science and arts introduce an Education Department to allow students to opt for teacher education. The Yashpal Committee Report (1993), "Learning without Burden", noted; the emphasis in these programs should be on enabling trainees to acquire the ability for self-learning and independent thinking. Now in independent India there are two main trends which are discernable in the system of education and professional development of teachers. The set of official mechanism from National Council For Teacher Education, University Grants Commission, National Assessment and Accreditation Council, India (NAAC) and other policymakers and stakeholders who continuously searching after quality and for making the system functionally viable. The program in Teacher preparation by National Curriculum Framework For Teacher Education 2009 is a Government Of India draft created for proposing changes and update required to the National Council For Teacher Education (an Indian Government body setup under the Act, 1993.) This National Curriculum Framework for Quality School Education (N.C.E.R.T, 2005) has duly envisioned a new environment of knowledge construction in the classroom reality and the teacher as a facilitator who encourages learners to reflect, analyse and interpret in the process of knowledge construction. The Framework is an endeavour of the National Council For Teacher Education to encourage interested parties and stakeholders to give their views on the qualitative and quantitative improvements that could be achieved in educating teachers at school, graduate, postgraduate, doctoral and postdoctoral levels. Previous curriculum framework had been developed in 1978 by the council itself (which at that time was just a department rather than an independent body)

and N.C.E.R.T, N.C.T.E were setup for the purpose. Then there are I.A.S.E, D.I.E.T, S.C.E.R.T. etc. other statutorily setup for continuous improvement and further development of practising teachers, focusing on the mechanisms of training designs, operations and their effectiveness in understanding how far these programs are being capable in bringing changes in competences and attitude in the aspects of teacher's professionalism.

Recently, National Assessment and Accreditation Council, India (NAAC) and Common Wealth Of Learning, Canada (COL) ,(2006), set out to develop Quality Indicators for Teacher Education. The Indicators are the outcomes of the recommendations of Intellectuals and Experts in Education from eleven Common Wealth Countries. Using these Indicators which are introspective, the Institutions can create internal quality structures for appraisal of the quality provisions of the system, which in turn would lead to continuous monitoring and improvement. This Document presents a background perspective to Quality in Teacher Education and its assessment along with a set of Quality Indicators with descriptors, under six areas which can be used for assessment in at least three levels i.e.

- a) One aspect or practice with in Teacher Education Program
- b) Whole Teacher Education Program
- c) Entire Institutional Functioning.

This entire process of continuous quality assessment will enable the institutions to set higher goals and seek continuous quality enhancement and not mere quality sustenance. The true spirit of a quality orientation is whatever the good has been achieved, the best is always yet to come. The Outcomes of these Deliberations were brought out as a publication titled; Quality Indicators for Teacher Education (2006).

Quality Indicators with the Six Identified Areas :

- 1. Curriculum Design and Planning :** Institutional Vision, Process of Curriculum Design, Curriculum Content, Curriculum Revision.
- 2. Curriculum Transactions and Evaluation:** Induction /Orientation, Transaction of Theory, Transaction of Practical Experience, Assessment and Evaluation, Teacher and Teaching.
- 3. Research Developments and Extension :** Research and Development, Community Engagement.
- 4. Infrastructures and Learning Resources :** Physical Infrastructure, Instructional Infrastructure, Human Resources.
- 5. Student Support and Progression :** System Efficiencies, Feedback Mechanism, Diagnosis and Remedial program, Guidance and Counselling Service, Admission Procedures, Social, Cultural, Leisure Activities.
- 6. Organisation and Management :** Internal Co- ordination and Management, Academic Calendar, Faculty Recruitment, Financial Governance, Academic Quality and Management.
- 7.** The main purpose in developing this indicator is to provide a tool for continuous quality improvement and to energise and sustain the institution's quality enhancement effort.

Teacher Preparation Program in the United States of America

United States of America is celebrating over Forty five years in nation service. The Teacher Education Program in U.S.A. is built upon the premise that expert teaching occurs at the interaction of discipline specific knowledge and pedagogical knowledge. Good teachers know what about their

subject will be especially hard for new students to master and how to adapt their instructions accordingly. The academic program in Teaching, Learning and Technology seek to enhance education through the integration of philosophies, practices and Technologies that advance teaching and Learning in diverse instructional settings. The reflective educators who have a lifelong commitment to learning is integral to meeting this mission. U.S. Universities offer a variety of courses like Teacher Certification, Master's, Doctoral Programs in Elementary, Secondary education, Instructional Technology, Teaching and Learning, Educational Leadership, Teacher Preparation Program etc. Student-Teachers are engaged in the academic programs have the opportunity to work with faculty who are actively engaged in Educational Research and Development. Student-Teachers are involved in a variety of school projects in areas such as; Learner Motivation and engagement, Teacher Professional Development, Technology Integration in the schools, the design and development of Instructional Technologies. Students and Faculty regularly publish in the field's leading journals and also present their research findings at National and International Conferences.

Transforming Teacher Education through Clinical Practice; A National Strategy to Prepare Effective Teachers in U.S.A.

United States of America is keen to prepare effective teachers for 21st Century classrooms, it thinks that teacher education must shift away from a norm which emphasizes academic preparation and course work to school based experiences and move to programs that are fully grounded in Clinical Practice, interwoven with academic content and professional courses. The vision for transforming the education of nation's nearly four million teacher workforce presented in the report comes not from any one group but from a diverse group representing a broad range of perspectives.

The National Council For Accreditation Of Teacher Education ,U.S.(NCATE) Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning is comprised of State Officials, P-12 and Higher Education leaders, teachers , teacher- educators , union representatives and critics of teacher education. United States Of America has taken the responsibility to transform the teacher preparation programs that educate the nation's a big teacher workforce and to help the nation to compete in the Global economy .The document says that today's teachers will have to educate all students including those from increasingly diverse economic, racial, linguistic and academic background to the same high learning outcomes. United States need teachers, who are well versed in their curricula, know their communities, apply their knowledge of child growth and development, use assessments to monitor student progress and effectively engage students in learning. Teachers need collaboration, environment and new technologies. Teacher- Education has made improvements through innovation in institutions of higher education and alternative pathways and while teaching has become more attractive to talented non –traditional recruits, much more needs to be done and more quickly. The US public is demanding better prepared teachers who will be effective, remain in teaching and sustain school. The States which include California, Colorado, Louisiana, Maryland, New York, Ohio, Oregon and Tennessee have signed letters of intent to implement the new agenda. As part of the NCTAE Alliance for Clinical Teacher Preparation these states will work with national experts .The support given by U.S. Department of Education, American Association of Colleges of Teacher Education, Association of teacher educators, teacher unions etc. There is hope the next few years will help shape education policy. A comprehensive strategy to transform teacher education through

clinical practice must be part of any significant national approach to school reform. Hope this plan will serve as a road map for preparing the effective teacher and school leaders.

Ten Design Principles for Clinically Based Preparation :

1. Student learning is the focus
2. Candidates learn in an interactive professional community
3. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way.
4. Programs prepare teachers who are expert in content.
5. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector.
6. Specific sites are designated and funded to support embedded clinical preparation.
7. Technology applications foster high-impact preparation.
8. A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation.
9. Strategic partnerships are imperative for powerful clinical preparation.
10. Teachers as pedagogical innovators, collaborators and problem solvers are required.

Vision for Teacher Leadership in the 21st Century in U.S.A :

In a recent move a group of highly intellectuals and concerned educators of U. S. A. convened to examine the current research and thinking about the Critical Leadership roles that teachers play in contributing to student and school success. These educators believe that teacher leadership is a potentially powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level and create a dynamic teaching profession for the 21st century. This initial group subsequently expanded its membership and mission to form the Teacher Leadership Exploratory Consortium, which represents a broad array of educational organizations, state education agencies, teacher leaders, principals, superintendents and institutions of higher education. They explored different models of Teacher Leadership and delineated the variety of formal and informal roles exercised by teacher leaders. They also examined the role of teaching expertise and effectiveness in regard to teacher leadership and professional development. The teacher leader model standards can be used to guide the preparation of experienced teachers to assume leadership roles such as resource providers, instructional specialists, curriculum specialists, classroom supporters, learning facilitators, mentors, school team leaders, and data coaches. Leadership by teachers is essential to serving the needs of students, schools and the teaching profession.

The Teacher Leader Model Standards consist of seven domains describing various dimensions of Teacher Leadership ;

Domain 1 Fostering a collaborative culture to support Educator development and student learning.

Domain 2 Assessing and doing research to improve practice and student learning.

Domain 3 Promoting professional learning for continuous improvement.

Domain 4 Facilitating improvements in instruction and student learning.

Domain 5 Promoting the use of assessment and data for school and district improvement.

Domain 6 Improving outreach and collaboration with families and community.

Domain 7 Advocating for student learning and the profession.

The teacher leadership exploratory consortium has developed these teacher leader model standards to codify, promote and support teacher leadership as a vehicle to transform schools for the need of the 21st century.

New Paradigm is Needed for Global Perspective :

Crux: American President Barack Obama (2012) has given a call to his nation. He says to every young person who's contemplating their career choice, "If you want to make a difference in the life of our nation; if you want to make a difference in the life of a child, become a teacher, your country needs you." But today in the digital age of the 21st century, the role of the teacher has changed and it remains crucial even indispensable. Ian Gilbert's (2011) book titled "Why do I Need a Teacher When I've Got Google ?" is an essential guide to the big issues for every 21st century teacher and which sums up the challenges facing teachers of the world. Therefore there is need of major shift in the teacher's role where the teacher assumes a position center stage as a source of knowledge, custodian, mentor, manager and leader of all teaching learning processes and executor of educational and administrative mandates given through curricula. Now teacher's role needs to be shifted from being a source of knowledge, to being a facilitator for transforming information into knowledge/wisdom, as a supporter in enhancing learning through multiple exposures, encouraging the learner to continuously achieve his educational goals.

Another significant shift is in the concept of knowledge where knowledge is to be taken as a continuum as generated from experiences in the actual field through observation and verification and so on. The knowledge component in teacher education is derived from broader areas of the discipline of education and needs to be represented as such. It means that conscious efforts are needed to represent an explanation from the perspective of education rather than merely specifying theoretical ideas from related disciplines with implications for education. Need of sharing of teaching experiences and diverse and multicultural classroom practices to generate new ideas and facilitate innovations and experimentations are of utmost importance today. Teacher and student engagement is critical in the classroom because it has the power to define whose knowledge will become a part of school related knowledge and whose voices will shape it ?

Reformulated Teacher Education Program that place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, as well as multi, cross and meta disciplinary nature of knowledge, integration theory and professional practice dimensions and engagements with issues and concerns of any global contemporary society, from a critical perspective is required.

Now one way to improve the situation is to adopt the innovations in the field of teacher education because modernization of education depends to an extent on the modernization of the teachers. Therefore teacher education should be modernized as per the requirement of the society's needs and teacher must have to play a vital role in the global society.

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**A STUDY ON THE EFFECT OF EXERCISE ON AGILITY,
FLEXIBILITY AND BALANCE ON GYMNASTS**

Anirban Misra

Research Scholar, Department of Physical Education, Jadavpur University

Piyali Mishra, Provash Das & Sandip Bera

M. P. Ed. IV Semester, Department of Physical Education, University of Kalyani

Abstract

Gymnastic is very popular game in the world. Gymnastics is a sport involving the performance of exercise requiring physical strength, flexibility, agility, coordination and balance. The purpose of the study was to find out differences in agility, flexibility, and balance between pre test and post test of gymnastic group. For this present study 41 elementary level gymnast were selected as the subject. The age range of all subjects were 5-10years .The flexibility ,agility, and balance were measured by standard test .Practice schedule of exercise for six weeks 5days/week, Monday ,Wednesday, Friday. Another practice schedule of exercise for six weeks 5days/week Tuesday, Thurs day .Result revealed that in case of agility, no significant difference was observed. Balance and flexibility in between pre test and post test observed significant difference.

Key Words : *Gymnastic, Physical strength, Flexibility, Agility, Coordination and Balance.*

Introduction

Exercise : Exercise is a stress like any other stress it tends to upset the internal environment as a consequence heart rate increase. Exercise is a movement oriented and they are different types and forms. If it is done in a planed and regular manner, it is beneficial to health and fitness (Prof.A. K.Banerjee)

Fitness: Physical fitness as a state of mental and physical harmony which enables someone carries on his/her occupation to the best of his/her ability with greatest happiness-(Roger Bannister).Modern concept: 1960-1970.

Physical Fitness : One's ability to perform daily tasks with efficiency without undue fatigue and with ample reserve to enjoy vigorous leisure time activities and to meet unforeseen emergencies....and demonstration of physical activities traits and capacities that are consistent with minimal risk of development hypo-kinetic diseases. Physical fitness, health related fitness, sports related fitness, total fitness (social, cultural moral attribute).

Health Related Fitness : “Those aspects physiological and psychological functioning aspects which are believed to offer as coronary heart diseases protection against degenerative type diseases, obesity and various musculoskeletal disorders”- (H.B.Falls1980).

Performance Related Fitness : “One’s ability to perform the specific activity with a reasonable efficiency. Performance related fitness is associated with the preparation for specific purpose or vocation as fitness for defense security engineering or forest services.

Flexibility : It is a component of health related fitness .It is the ability to execute movement with greater range of motion or greater amplitude. In general flexibility means range of movements around the skeletal joints of the body.

Agility: Agility is an important ability in majority of the sportive activities, especially in badminton, tennis, trampoline, gymnastic, hockey, basketball, specially dance, diving, pole-vaulting, hurdling, high jumping etc. Therefore the measurement of agility provides an important factor for sports counseling.

Balance : Balance may be defined as one’s ability to maintain the bodies’ centre of gravity over the centre of supporting base of the body. Balance is of two types mainly static balance and dynamic balance. Balance is an important ability which is used in our everyday activities such as in walking and standing as well as in most games and sports.

Gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, and balance. Internationally, all of the competitive gymnastic sports are governed by the Federation International de Gymnastic (FIG). Each country has its own national governing body affiliated to FIG. Competitive artistic gymnastics is the best known of the gymnastic sports. It typically involves the women's events of uneven bars, balance beam, floor exercise, and vault. Men's events are floor exercise, pommel horse, still rings, vault, parallel bars, and high bar. Gymnastics evolved from exercises used by the ancient Greeks that included skills for mounting and dismounting a horse, and from circus performance skills.

Other gymnastic disciplines include trampolining, Team Gym, tumbling, rhythmic gymnastics, aerobic gymnastics and acrobatic gymnastics. Participants can include children as young as 20 months old doing kindergym and children's gymnastics, recreational gymnasts of ages 5 and up, competitive gymnasts at varying levels of skill, and world class athletes.

Methodology

The chapter includes method for collecting of data and their analysis with specific directed towards logical conclusion.

The Subject : For the present study, 41 elementary level gymnastic players were selected as the subject. The age ranges of all subjects were 5 to 10 yrs. purpose ie was used for collection of data.

Parameter	Measurement
Age	Year
Height	Meter
Weight	kg

Test Item	Parameter	Measurement
Sit and reach	Flexibility	Centimeter
4x10yard shuttle run	Agility	Time in second
Static balance stork stand	Balance	Time in second

Weekly Training Schedule : Practice schedule of exercise for six weeks, 5

Day	Time	Duration	Procedure
T U E S D A Y	3.40p.m.-4p.m	20 minutes	Warm up with jogging, loosening exercises, Striding, stretching exercise, wind sprint, Jumping and free hand exercise.
	4.05p.m.-4.20p.m.	15 minutes	Torso, groin, hips, quadriceps, hamstring, Triceps, shoulder, front and split.
	4.25p.m.-4.35p.m.	10 minutes	20 yards shuttle run, zigzag run, 20 yards Forward-back paddle
	4.40p.m.-4.50p.m.	10 minutes	Single leg static balance, T-balance, hand Stand, walking on the balancing beam. Single leg squat, one hopping.
	4.50p.m.-5.15p.m.	25 minutes	Forward roll, backward roll, cart wheel, Hand stand roll, split jump, arching, front Volt, round drop.
Thursday	do	do	do

Days/week Monday, Wednesday, Friday & Tuesday, Thursday

Day	Time	Duration	Procedure
M O N D A Y	3.40p.m.-4p.m.	20 minutes	Warm up with jogging, loosening exercises, Striding, stretching exercise, wind sprint, Jumping and free hand exercise
	4.05p.m.-4.20p.m.	15 minutes	Flexion and extension of neck, lateral shoulder and upper back, Torso, groin, hips, Quadriceps, hamstring, triceps, shoulder, Chest stretching,
	4.25p.m.-4.35p.m.	10 minutes	10 yards Shuttle run, zigzag run.
	4.40p.m.-4.35p.m.	10 minutes	Single leg static balance, T-balance, Hand stand, heel to toe exercise.
	4.50p.m.-5.15p.m.	25 minutes	Forward roll, backward roll, cart wheel, Hand stand roll, split jump.
Wednesday	do	do	do
Friday	do	do	do

Result and Discussion

In this chapter the collected data present in this table. Discussion on each test and inter pretention of result have been presented here

Table 1. Mean and SD of personal data of the gymnastic group

Personal Data	Mean	SD
Age (year)	8	± 2.315
Height (cm)	1.180	± 0.113
Weight (kg)	24.743	± 6.135

From this above table it is observed that mean value and SD of age ,height, weight of gymnast subjects were 8 years +2.315,1.180+0.113 and 24.743+6.135 respectively.

Table 2. Mean, SD,'t', value of agility and their comparison of gymnastic group

Shuttle Run	Mean	SD	"t"	Remarks
Pre test	13.97	± 1.99	1.080	Not significant
Post test	13.52	± 1.78		

Significant at 0.05 level (when DF=80 required 't' – value to be significant .05 level in 1.99)

It was indicated from the table no-2 that means scores of pre test and post test were 13.97 ± 1.99 and 13.52 ± 1.78 and obtained "t" value of agility between pre and post test was 1.0808 which Statistically not significant at 0.05 level at Df = 80. From the table no. 2 it was observed that the mean value of shuttle run of pre test was higher than post test. From the result it may be concluded that after six weeks program exercise the gymnastics group increased their agility slightly.

Table 3. Mean, SD and "t" value of gymnastic group

Flexibility	Mean	S.D	't'	Remarks
Pre test	6.48	± 4.05	2.688*	Significant
Post test	8.88	± 4.04		

*Significant at 0.05 level .when DF=80, required 't' value to be significant .05 level is 1.99

From the table no 3it was observed that the mean score and SD of flexibility of pretest and post test was 6.48 ± 4.05 and 8.88 ± 4.04 and 't' value was 2.688. This was statically significant .So it was observed that the mean value of flexibility of gymnastic increased following exercises. After discussion it may be revealed that gymnastic group increased their flexibility.

Table 4. Mean, SD and "t" value of gymnastic group

Balance	Mean	S.D.	't'	Remarks
Pre-test	11.57	± 9.77	2.134*	Significant
Post-test	17.42	± 14.58		

Conclusion

1. There was no significant difference observed in agility which was 1.08.
2. Significant difference was observed in flexibility where, t, value was 2.688.

3. There was also a significant different observed in balance, where 't' value was 2.13.
4. Following programmers' the gymnastic group's increase their performance level.

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THE BIRTHDAY PARTY : THE THEME OF BIRTH, GROWTH, DEATH AND REBIRTH**Sayonee Acharya****Assistant Teacher, Durgapur Junior High School, Nadia, West Bengal****Email : aquanymph2187@gmail.com****Abstract**

This paper aims at deciphering the projection of Stanley Webber, the protagonist in Pinter's play The Birthday Party from the perspective of his evolution into a 'new man' from a domesticated workless entity. Stanley's forcibly shedding of his former self marks the 'rebirth' of a new person, or rather the 'death' of the previous man. His regeneration, which is caused by a couple of outsiders, metaphorically marks the 'birth' of a modern man, a man who has so long been escaping and evading the societal liabilities, a man who is ripped off his snug domesticity and forced to conform to the eternal cycle of 'birth' and 'death', precisely, the 'rebirth' of a social being from a nonentity.

The Birthday Party – The Theme of Birth, Growth, Death and Rebirth :

A major portion of the appeal of a play is lost if the play is simply read and not enacted. The real essence of a play, doubtless, lies in its being acted out, its being visually relished. So the prioritization of gestural language over verbal language becomes of prime importance. Any play's artistic excellence lies in its ability to convey the dominant issues through the nonverbal communicative medium. T. S. Eliot in his essay 'Hamlet and His Problems' labels *Hamlet* as an 'artistic failure' owing to its abundance of personalized verbal expression of emotion over gestural articulation or depersonalized objectification of the emotion which he calls 'objective correlative', meaning, a set of objects, a situation, a chain of events which shall be the formula for a particular emotion such that when the external facts are given, the emotion is immediately evoked. Considering in this perspective Pinter's *The Birthday Party* also relegates verbal language to a subsidiary position, thereby foregrounding the role of props, gestures and stage directions in conveying the dominant motifs of the play, and birth, growth and death constitute the most prominent and dominant leitmotif of the play. Pinter firmly believed that average conversation is illogical, equivocal and inconsequential. Instead of being clarifying, an average dialogue leads to a fluid multiplicity of meaning or to a labyrinth of total meaninglessness. He is recorded as having said :

Meaning which is resolved, parceled, labeled and ready for

Export is dead, impertinent and meaningless.

(as recorded by John Wood, 30 March 1958)

In a nutshell *The Birthday Party* is about an imperiled individual who has opted out of an unnamed mammoth system. It is about a nameless danger or the painfully understated sense of it.

The opening stage direction of the play states :

The living-room of a house in a seaside town. (London Methuen, 1970, 9).

Two important words find place in the above quoted sentence- ‘room’ and ‘seaside’. Room is a significant metaphor in the play, and a room of a house by ‘seaside’ becomes all the more appropriate for a Pinteresque play. For Pinter a room is not merely a spatio-topographical entity, but a psychological reality which becomes symbolic of a pattern of life, a sheltered life of comfort, coziness and togetherness isolated from the prying eyes of the world yet fraught with the menace of intrusion. Pinter himself has remarked :

Two people in a room – I am dealing a great deal of the time with this image of two people in a room. The curtain goes up on the stage, and I see it as a very potent question : What is going to happen to those two people in the room? Is someone going to open the door and come in ?

The stage direction in most of the plays of Pinter shows the setting to be a room, for example, *The Room* introduces us to an old lady Rose living in a room which she is convinced is the best in the house. *The Dumb Waiter* uses the same situation where we are in a room enclosed by a dark, mysterious world outside. The people in the room – Ben and Gus are watching, in a state of terrible suspense, a door which is sure to open. In *A Kind of Alaska* the protagonist Deborah is seen waking up from her catatonic state in what appears to be a room in a hospital. Similarly in *The Birthday Party* a room provides the most appropriate space for the birth, growth, eventual death and a metaphorical rebirth of the protagonist Stanley Webber. Stanley appears to be a good for nothing layabout, in his late thirties, living a vegetative life as the only lodger in a seaside boarding house owned by a childless aged couple Petey and Meg Boles. Stanley’s present lifestyle, his unemployment and his self-imposed incarceration gives an impression that to Stanley the boarding house is the heavenly Garden of Eden and he is Adam in it, well fortified against any menacing intrusion. According to him the outside world represents satanic corruption and temptation. But as Pinter himself has stated :

You think you are safe in your room, your territory... well, think twice. Darkness lies right around the corner, perhaps the very next one.

Stanley’s illusion pertaining to his security is shattered with the arrival of the earthly incarnation of Satan, Goldberg and McCann who forcibly carry him away with them promising him an alluring life ahead. This room also serves as a secret hermitage of a failed artist who strives hard to escape humiliation of a hostile world but is dragged out of his bohemian existence.

The play opens with Petey entering the room with a newspaper in his hand. He reads out to Meg the news of some Lady Mary Splatt who has just had a baby, a girl child. Meg’s spontaneous reaction to the news is :

Oh, what a shame. I’d be sorry. I’d much rather have a little boy.

(London Methuen, 1970, 11).

Meg’s yearning for a baby boy and her childlessness are compensated by the presence of Stanley whom she smothers with her over-solicitous motherly affection. It is in this perception that Meg gifts a boy’s drum to a man in his late thirties on his birthday. The enigma pertaining to the obscurity of Stanley’s past, which is first hinted at by his self-contradictory statement :

I’ve played the piano all over the world. All over the country.

(Pause). I once gave a concert-

(London Methuen, 1970, 36)

is further accentuated when we see him shrinking with fear on hearing the news of some expected visitors in the boarding house and this fear culminates with the subsequent arrival of the intruders, Goldberg and McCann. Stanley's neurotic gesture on receiving the boy's drum is a concrete objective correlative of his fear aroused by the arrival of the visitors and also of his anger and frustration caused by Meg's constant patronizing attitude towards him. Pinter describes Stanley's gesture as :

He hangs the drum around his neck, taps it gently with the sticks, then marches round the table, beating it regularly. Meg, pleased, watches him. Still beating it regularly, he begins to go round the table a second time. Halfway round the beat becomes erratic, uncontrolled... he arrives at her (Meg) chair, banging the drum, his face and the drumbeat now savage and possessed.

(London Methuen, 1970, 36).

In this perspective *The Birthday Party* can be interpreted as a metaphor of the process of growing up, of the expulsion from warm, cozy world of infancy. Meg, with her overt combination of motherly affection and sexual desire, is a mother-image seen from the viewpoint of Oedipus Complex. Stanley is reluctant to leave the snug, though seedy nest which Meg has built for him. He is scared not only of the world outside but also of sexuality outside the cozy mother-son relationship. This agoraphobic tendency urges him to refuse Lulu when asked for a walk :

Lulu : So you're not coming out for a walk?

Stanley : I can't at the moment

(London Methuen, 1970, 26)

because "at the moment" he is still Meg's little boy.

The birthday party arranged by Meg at the behest of Goldberg is packed with actions and gestures that become indispensable for exploring the meaning of this otherwise apparently meaningless play. When Meg expresses the idea of playing a game Lulu proposes blind man's buff. After Meg and McCann comes the turn of Stanley to be blindfolded. The stage direction describes the situation as :

Stanley begins to move, very slowly, across the stage to the left.

McCann picks up the drum and places it sideways in Stanley's path.

Stanley walks into the drum and falls over with his foot caught in it.

(London Methuen, 1970, 63).

At this juncture the drum becomes a significant nonverbal communicative medium symbolizing the degeneration as well as the regeneration of Stanley. On the one hand Stanley deteriorates from a pianist to a mere drummer but on the other hand Meg's presenting Stanley with a boy's drum can be interpreted as her ultimate desperate attempt to revive the dormant artist in Stanley as she says :

It's because you haven't got a piano.

(London Methuen, 1970, 36).

But the eventual destruction of the drum caused by Stanley's walking into it metaphorically depicts the irredeemable destruction caused to the very artist self of Stanley and also marks his entry into adulthood. With the broken drum clinging to his foot Stanley moves towards Meg, his hands reach her throat and he begins to strangle her. Stanley's gesture of physically assaulting Meg the mother-figure is perhaps his attempt of alleging her for not resisting the destruction being caused to their mother-son relationship by the intruders. This violent gesture is followed by a blackout and 'the

stage is in darkness' (B.P, Methuen, 64). The dexterous deployment of light and shade on the stage, especially during the birthday party, explores the primordial binaries intrinsic in human psyche through the gestures of Stanley whom we see oscillating between fair and foul, knowledge and ignorance, innocence and experience. In the darkness Stanley picks up Lulu and places her on the table. Finally when McCann finds a torch lying on the floor and shines it on the table, the stage direction describes the sight as :

Lulu is lying spread-eagled on the table, Stanley bent over her. Stanley, as soon as the torchlight hits him, begins to giggle. Goldberg and McCann move towards him... his giggle rises and grows as he flattens himself against the wall. Their figures converge upon him.

(London Methuen, 1970, 66).

This marks the climactic point of the birthday party, as well as of the play itself. Stanley's aggressive attempt to ravish Lulu is probably an assertion of the long-lost machismo of an almost effeminate man, and also his being driven away from infantile sexuality into adult sexuality from which he had so long been shrinking away. In the darkness of the room Stanley emerges from his shell as well as spell to a new entity.

Sight, poor sight and insight are parallelly important threads in the play which have been explored through the use of the glasses of Stanley. Blindness as a significant motif also occurs in Pinter's play *The Room* where we have a blind Negro, Riley, and later on in the play the protagonist Rose is suddenly struck with blindness. During the first round of the interrogative session to which Stanley is subjected by Goldberg and McCann, Stanley is partially blinded by McCann who snatches away his glasses.

Goldberg : What can you see without your glasses?

Stanley : Anything.

Goldberg : Take off his glasses.

(McCann snatches his glasses and Stanley rises, reaching for them...)

(London Methuen, 1970, 49).

The glasses are symbolic of Stanley's perception of the world, needless to mention that world according to him is merely the boarding house. McCann's snatching away of Stanley's glasses during the interrogation becomes an important gesture from the perspective that this interrogation opens up several vistas in front of Stanley which he had deliberately shut down long ago, and the reconsideration of which requires a broader perception that goes beyond the boarding house. Stanley's glasses are once again taken away from him by McCann when he is blindfolded in his birthday party. This gesture too becomes significant considering the fact that it is this birthday party which metaphorically marks the birth of a new Stanley, a Stanley who grows out of the shell of infancy and steps into the adult world. McCann breaks the pair of glasses, thereby forcing Stanley to perceive the broader world. And towards the end of the play, when Stanley is about to be carried away by Goldberg and McCann, he is seen holding his broken glasses in his hand :

Goldberg : ...What's the matter with your glasses?

(Goldberg bends to look).

They're broken. A pity.

McCann (at the table) : He looks better, doesn't he?

Goldberg : Much better.

McCann : A new man.

Goldberg : We'll buy him another pair.

(London Methuen, 1970, 81).

The unshaven man wearing 'pyjama jacket' at the beginning of the play is tamed into a clean-shaven gentleman in a 'dark well cut suit and white collar' (London Methuen, 1970, 81). This marks the completion of Stanley's development from a child to a thorough gentleman, at least externally, and also marks the beginning of his journey from Lacanian Imaginary stage to the Lacanian Symbolic stage.

Just as the play can be interpreted as a metaphor of the process of birth and growth, similarly it can also be read as an allegory of the process of death and rebirth. Speaking with Meg, Stanley refers to certain people who will be coming in a van bringing a wheelbarrow with them. These have clear symbolic undertones. The van symbolizes a hearse and the wheelbarrow is symbolic of a coffin. It is likely that Stanley is trying to petrify Meg with the possibility of her death or being killed, or he may merely be anticipating his own death or his departure from the boarding house. And this metaphoric death of Stanley is actualized by Goldberg and McCann who make a 'new man' of Stanley Webber and carry him away with them. In the closing scene of the play we see an isolated and disconnected Stanley being ripped off his mother's arms by the two representatives of the outer world to conform to the eternal cycle of birth and death. A violent Stanley who was once seen seizing a chair to defend himself from the aggression of McCann during the first round of interrogation, deteriorates into a gurgling nonentity by the end of the second round of interrogation.

(Stanley...attempts to speak, fails and emits sounds from his throat).

Stanley : Uh-gug...uh-gug...eehhh-gag... (On the breath) Caahh...caahh...

(He draws a long breath which shudders down his body. He concentrates

...his head lowers, his chin draws into his chest, he crouches).

(London Methuen, 1970, 84).

Stanley's pitiable gestures convey the notion that a non-conformist artist has apparently been subdued by the agents of an authoritative society. The dictator has even snatched away his speech as he departs tongue-tied. Stanley is an archetypal modern man through whose predicament Pinter has shown the inevitable victory of the social world over the private space, and this has been achieved through a masterly employment of props, gestures and stage direction in the play. The shrinkage of private space, and thereby the basic identity of man, links Pinter's plays to the post world war theme of an individual's anonymity caused by the over-riding socio-economic-political systems. The two consecutive world wars, the nuclear holocausts had left people dumbfounded. Speech had become an utterly paralysed mode of communication and language as a whole had turned out to be an insufficient medium for the articulation and expression of the plight and agony of the people. This very situation is reflected in the absurdist theatre where the characters either do not speak much, for example, Petey and later on Stanley himself, or they speak too much like Meg, which hardly make any real good sense, desperately trying to evade the harsh reality. As a young boy Pinter himself had suffered a lot owing to the Nazi's attack on the Jews on account of being a Jew himself, and therefore he firmly believed that however hard a man may try he can never have a place of permanent privacy, sooner or later he is sure to receive intruders in his self-assumed well-fortified refuge.

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A STUDY ON RETROSPECTION OF INDIAN FOOTBALL

Anirban Misra

Research Scholar, Department of Physical Education, Jadavpur University

Sandip Bera, Piyali Mishra & Provash Das

M. P. Ed IV Semester, Department of Physical Education, University of Kalyani

Abstract

Soccer is the second most popular game in India after cricket. This game first introduced by china during 2nd and 3rd century (BC) but in India it was introduced by British people. India could not get full freedom from the British Emperor. Since 1947 India would divide into three parts. Historical development of soccer in India into two separate phases: development during British reign and development of soccer in post-independent India. Each of the two phases has a unique pattern of development of soccer. The purpose of the study was to analyze the development of soccer before and after independence.

Key Words: Soccer, Historical development, British emperor, India.

Introduction

Soccer is one of the most popular sports in Europe and the America. It has a vivid and interesting history in the world of sports. Early evidence of a soccer being played as a sport finds occurrence in China during the 2nd and 3rd centuries BC. In China, it was during the Han dynasty that people dribbled leather balls by kicking into a small net.

Modern history of soccer: 18th century onwards. The history of modern-day soccer was established in 1863. In October 1863, eleven representatives from London clubs and schools met at the Freemasons' Tavern to set up common fundamental rules to control the matches amongst themselves. The outcomes of this meeting were the formation of the football association.

Origin of Indian Football :

The origin of football in India can be traced back to the mid-nineteenth century when the game was introduced by British soldiers. Football spread among the masses thanks to the efforts of one Nagendra Prasad Sarbadhichary. Several football clubs like Calcutta FC, Sovabazar, Mohun Bagan and Aryan Club were established in Calcutta around 1890s. Calcutta, then capital of British India, soon became the hub of Indian football. The first "native" team to achieve success was Sovabazar Club, which won the Trades Cup in 1892. Mohun Bagan Athletic Club was set up in what is now West Bengal in 1889. The club became famous in 1911 when it became the first Indian team to lift the IFA Shield, a tournament previously won only by British teams based in India. It defeated the Eastern Yorkshire Regiment 2–1 in the final of the tournament in a victory that is still regarded by many as the greatest win by an Indian team before Independence.

Methodology

The data was collected from secondary sources like book, magazine, internet, paper etc.

Findings : Information received regarding different aspects of development of soccer during period of coverage in this study has been presented in the following section.

Different Organization and their Performance :

The All India football federation (AIFF) is the organization which manages the game of association football in India. It administers the running of the Indian national football team and also controls the i-League, India's premier domestic club competition, in addition to various other competitions and terms. The AIFF was founded in 1937, FIFA affiliation in the year 1948, after India's independence in 1947. India was one of the founding members of the Asian football confederation when it was set up in 1954.

All India Football Federation :

Football House, Sector-19; Phase-I; Dwarka, New Delhi – 110075

Telephone Numbers : +91 - 11 - 2804 1430 / 31/ 32 / 33 / 35

Fax Number : +91 - 11 - 2804 1434

Website : www.the-aiff.com

President : Priya Ranjan Das Munshi

Vice President: Praful Patel

Vice President: Subrata Dutta

Vice President: P Atuo Mezbur

Vice President: C.R. Viswanathan

Vice President: Sanjay Singh

General Secretary: Alberto Colaco

Treasurer: Shivanand Salgaocar

Chairman of Referees Board: Madhav G. Suvarna

Foundation : 1937

Affiliated to FIFA : 1948

Jersey: Sky Blue

Shorts: White

Socks: Sky Blue

Language(s) for Correspondence : English Associations Affiliated To AIFF:

- All Manipur Football Association - AMFA (founded 1976).
- Chandigarh Football Association - CFA (founded 1996).
- Goa Football Association - GFA (founded 1959).
- Sikkim Football Association - SFA (founded 1976).
- Tamil Nadu Football Association - TNFA (founded 1934).
- West Bengal: Indian Football Association - IFA (founded 1893, oldest FA in India).

Major Leagues in India :

League System : The National Football League, established in 1996 by the All India Football Federation was the first semi-professional football league in India. Since its founding, however, many other leagues have been founded in India. In a study made by FIFA in 2006 there are around 6,540 clubs registered with the AIFF.

I-League : The I-League was founded in 2006 after India's former top league the National Football League disbanded in a successful effort aimed at increasing the game in India. Links with clubs that were not in the I-League were maintained, and each season the bottom two clubs are relegated from the I-League and replaced by two from the I-League 2nd Division. The I-League is contested between 14 clubs each season.

I-League 2nd Division : The I-League 2nd Division ranks second in the hierarchy of Indian football since the disbanding of India's top league in 2005. The I-League 2nd Division has 21 member clubs evenly divided among three divisions. Promotion and relegation of clubs still takes place between the I-league and the I-League 2nd Division.

Cup Competition in India : Federation Cup: The Federation Cup (abbreviated as Fed cup) is an annual knockout style club football tournament in India. It has started in 1977. Winning club of Federation cup gets a chance to compete in the continental level in AFC Cup along with I-league champion team.

Durand Cup : The Durand Football Tournament was started by then, India's Foreign Secretary, Mortimer Durand at Simla, India, in 1888, initial matches were played in Dagshai.

Indian Super Cup : The Indian Super Cup is a one-off annual Indian club association football match contested between the I-League champions and the Federation Cup winners.. The winners of the game receive the Shield as a trophy for the year, while players also receive individual winner's medals.

Santosh Trophy: Santosh Trophy is an annual Indian football tournament which is contested by states and government institutions. The first winners were Bengal, who also lead the all-time winners list with 31 titles till date.

IFA Shield: It is the fourth oldest club cup competition in the world (Started in 1893) after the English and Scottish FA cup's and the Durand Cup.

Qualification for Asian Competitions :

Competition	Who Qualifies	Notes
AFC Cup	Champions' of the I –league and federation cup	i-league champions make the group stage while federation cup winners go through a qualifier.

Different Clubs in India :**1. Mohun Bagan Athletic Club:****Known As:** Mariners**Hometown:** Kolkata, West Bengal**Founded:** 1889**Ground:** Salt Lake Stadium (NFL home ground), Mohun Bagan Ground.**League:** NFL Premier Division, IFA-Calcutta Premier League.

The oldest Football club in Asia was founded in India, the Mohun Bagan AC, in 1889., Mohun Bagan became the first Indian team to win a major tournament, when they clinched the IFA Shield by defeating the East Yorkshire Regiment

2. Kingfisher East Bengal FC :**Known As :** The Red and Gold Brigade**Hometown :** Kolkata, West Bengal**Founded:** 1920**Ground :** Salt Lake Stadium (NFL home ground), East Bengal Ground**League :** NFL Premier Division, Calcutta Super Division

East Bengal was the first team to win the coveted National Football League in back-to-back years (2002-2003 & 2003-2004). In 2003, East Bengal became the first Indian club to win any Asian level football tournament when they demolished Thailand's BEC Terro Sasana 3-1 in the final of the LG ASEAN Cup in Jakarta.

3. Mohammedan Sporting Club :**Hometown:** Kolkata, West Bengal**Founded:** 1891**Ground:** Mohammedan Sporting Ground, Salt Lake Stadium (NFL Home Ground)**League:** NFL Premier Division, Calcutta Super Division

Mohammedan Sporting Club is the second oldest football club in India after Mohun Bagan.

4.Salgaocar SC :**Hometown:** Vasco, Goa**Founded:** 1955**Ground:** Jawaharlal Nehru Fatorda Stadium (NFL home ground)**League:** NFL Premier Division, Goa Professional League

Salgaocar Sports Club is sponsored by V. M. Salgaocar Group of Companies and is one of the most successful Goan outfits in recent years. It became the first Goan side to win the NFL in 1998-99 under the guidance of Coach Shabbir Ali.

5. Churchill Brothers S. C. :

Churchill Brothers S.C is a football club from India based in Salcette, Goa. This team from Goa participates in the I-League matches. The name of the club was taken from Churchill Braz Alemão and plays its home matches of I-League at Fatorda stadium in Margao, Goa.

This club happens to be one of the top teams of Goa that has won the Goa League for total of six times, the last being in 2001.

6. Dempo Sports Club :

Dempo won most title in I league.

Legend Footballer in India :

Gostha Pal : He was a very famous defender and used to play barefooted. Gostha was made the Captain of Mohun Bagan in the year 1921, and led the team till the year 1926. . It is famous that once when he visited Shantiniketan, even Rabindranath Tagore, the famous poet was excited to see him and promptly remarked “Yes you truly are the Chinese wall!” Gostha Pal was the first Indian Football player who was honored with the Padma Shri award in the year 1962 by the Government of India.

Subimal Chuni Goswami :

Born: January 15, 1938, Kishoregunj, Bengal

Major Teams: Mohun Bagan AC, India

Playing Position: Striker

Achievements:

- Led the Indian team to gold at the 1962 Asian Games in Jakarta
- Arjuna Award in 1963
- Padma Shri in 1983

Subimal Chuni Goswami is an Indian Football player who played for the National Football team during 1950s and 1960s .

Sailendra Nath Manna :

Born: September 1, 1924, Batra, Howrah District, Bengal

Major Teams: Howrah Union, Mohun Bagan AC, India

Playing Position: Defender

Achievements :

- Led India to the inaugural Asian Games gold in 1951
- Led India to four successive titles in the South East Asian meet .

Pradip Kumar Banerjee :

Born: October 15, 1936, Jalpaiguri, Bengal

Major Teams: Aryan Club, Eastern Railway SC, India

Playing Position: Striker

Achievements:

- Member of the Indian team that finished fourth in the 1956 Melbourne Olympics
- Won gold medal in 1962 Asian Games .First-ever Footballer to receive the Arjuna Award (1961).
He represented the state in Santosh Trophy at the age of 15 years.

Peter Thangaraj :**Born:** 1936, Andhra Pradesh**Major Teams:** Madras Regimental Centre, Mohun Bagan AC, East Bengal, Mohammedan Sporting Club**Playing Position:** Goalkeeper**Achievements :**

- Got the Indian Football team a Gold Medal at the 1962 Jakarta Asian Games.
- Played for the Asian All-Star team twice.
- Best Goalkeeper of Asia in 1958.
- Arjuna Award in 1967.

Peter Thangaraj was an Indian Football player known for his impeccable goalkeeping skills, and considered to be one of the best goalkeepers Indian Football has ever got. He represented the Indian National Football team in the 1956 and 1960 Olympic Games.

Jarnail Singh Dhillon**Born:** 1936, Panam, Hoshiarpur, Punjab**Major Teams:** Khalsa Sporting Club, Mohun Bagan AC**Playing Position:** Stopper back**Achievements:**

- Striked the winning goal that got India the Gold Medal in the 1962 Jakarta Asian Games
- Received Arjuna Award in the year 1964
- Captain of the Indian Football team during 1965-67
- Only Indian to be the Captain of the Asian All Star Football te. Jarnail Singh was a member of the Indian squad during the golden era of Indian Football in the 1950's and 1960's.

Invalappil Mani Vijayan**Born:** April 25, 1969, Thrissur, Kerala**Major Teams:** Kerala Police, Mohun Bagan AC, JCT Mills, FC Kochin, India**Playing Position:** Striker**Achievements:**

- Scored the fastest ever international goal in 1999 SAF Games
- Top scorer in 2003 Afro-Asian Games
- Arjuna Award in 2002

Baichung Bhutia :**Born:** December 15, 1976, Tinkitam, Sikkim**Major Teams:** East Bengal Club, JCT Mills, Mohun Bagan AC, Bury FC, India.**Playing Position:** Striker**Achievements:**

- First Indian to play professional football in England
- Led the national football team to title triumph at the LG Cup in Vietnam in 2002
- Led East Bengal club to LG Asean Club Cup football championship victory in Jakarta in 2003

Stadiums in India :

City / Town	State	Stadium	Capacity
Bangalore	Karnataka	Football Stadium	15.000
Bangalore	Karnataka	Sree Kanteerava	40.000
Calcutta	West Bengal	Barasat Stadium	17.000
Calcutta	West Bengal	East Bengal Ground	24.000
Calcutta	West Bengal	Howrah Municipal Stadium	10.000
Calcutta	West Bengal	Kishor Bharati Stadium	12.000
Calcutta	West Bengal	Mohan Bagan Ground	22.000
Calcutta	West Bengal	Mohammedan Sporting Ground	20.000
Calcutta	West Bengal	Rabindra Sorobar Stadium	17.000
Calcutta	West Bengal	Yuba Bharati Kirangan-Saltlake	120.000
Chennai	Tamil Nadu	Neharu Stadium	40.000
Guwahati	Assam	Neharu Stadium	15.000
Haldia	West Bengal	Durgachak Stadium	8.000
Imphal	Manipur	Khuman Lampak Main Stadium	26.000
Jabalpur	Madhya Pradesh	Ravishankar Shukla Stadium	15.000
Jalandhar	Punjab	Guru Gobind Singh Stadium	8.000
Kochi	Kerala	Jawaharlal Nehru Stadium	60.000
Kozhikode	Kerala	Municipal Corporation Stadium	35.000
Ludhiana	Punjab	Guri Govind Singh Stadium	12.000
Margao	Goa	Jawaharlal Nehru	35.000
Mumbai	Maharashtra	The Cooperage Ground	12.000
New delhi	Delhi	Ambedkar Stadium	75.000
Nagaon	Assam	Nurul Amin Stadium	6.000
Silchar	Assam	Satindra Mohan Dev Stadium	22.000
Shillong	Meghalaya	Jawaharlal Nehru Stadium	25.000
Siliguri	West Bengal	Kanchenjunga Stadium	40.000
Vasco	Goa	Tilak Maidan	15.000

Indian and Player Statistics :**Top Goals Scores :**

Player	Year of Selection	No. of Goals
Pradip Benerjee	1952-1967	65
Baichung Bhutia	1995-2012	43
I.M Vijayna	1989-200	40
Shabbier Ali	1974-1984	35
Sunil Chhetri	2005-still	40

Most Captains :

Player	Year of Selection	No. of Captains
Baichung Bhutia	1995-2012	107

Pradip Banerjee	1952-1967	84
Mahesh Gawli	1997- 2011	82
Climax Lawrence	2002-2012	81

India Statistics(as of 14 march 2012) :

Played	Win	Draw	Loss
351	120	112	119

Periodical Development of Indian Football :**Pre-independence :**

1800s : Football was introduced to India by British soldiers in the mid-nineteenth century. In 1888 the Durand Cup was founded by then India's Foreign Secretary, Mortimer Durand at Simla, India. The Durand Cup is the third oldest football competition behind the FA Cup and the Scottish Cup.. Tournaments like the Gladstone Cup, Trades Cup and Coochbehar Cup also started around this time. The first Indian Federation, the Indian Football Association, was founded in 1893 but did not have a single Indian in the board.

1900-1947 : The major event that showed a rise in Indian Football was in 1911 when Mohun Bagan beat East Yorkshire Regiment 2-1 in the final of the IFA Shield. This was the first time and Indian team won a major national cup. Indian teams started touring Australia, Japan, Malaysia, Indonesia and Thailand in the late 1930s. The All India Football Federation (AIFF) was formed in 1937.

Post Independence :

The 1948 London Olympics was India's first major international tournament, where a predominately barefooted Indian team lost 2–1 to France in the opening match.

The 1950 World Cup : India got the chance for playing 1950s football world cup but AIFF could not understand the value of world cup match at that time.

1951-1962 – The Golden Era of Indian Football : The period from 1951 to 1962 is considered the golden era in Indian football. India became the best team in Asia at that time. In the 1951 Asian Games India won the title. India participated in 1952 Olympics. India also won three further editions of the Quadrangular Cup, which were held in Burma, Calcutta and Dhaka in 1953, 1954 and 1955 respectively. India then went on to finish second in the 1954 Asian Games held in Manila. At the 1956 Olympics they finished fourth. India participated in the 1958 Asian Games in Tokyo, Japan where they finished fourth, and the Merdeka Cup 1959 in Malaysia finishing second. The side started off 1960 with Asian Cup qualifiers in which they failed to qualify. India went on to win the 1962 Asian Games where they beat South Korea 2–1 in the final, and two years later finished second in the 1964 Asian Cup which was held in round-robin format. India played in the Merdeka Cup in 1964, 1965 and 1966 where they finished 2nd, 3rd and 3rd respectively.

1963-1984 – Post-Golden Era : India played in the 1966 Asian Games in Bangkok but was eliminated in first round. India then took third place in the 1970 Asian Games.

1985-2000 : India won gold medals in the SAF Games of both 1984 (in Dhaka) and 1987 (Calcutta). They won the inaugural SAARC Cup in 1993 in Lahore, and finished runner-up in Colombo two years later. By 1997 the competition had been renamed as the SAFF Cup, and India won it in both 1997 and 1999 edition, when they hosted it in Goa. India also got a major boost when the All India Football Federation created the National Football League in 1996. This was India's first ever national domestic league.

2000-2013 – The Rebirth of Indian Football : Although India failed to qualify for the 2004 Asian Cup. It was India's first victory in a football tournament outside the subcontinent since 1974. India defeated hosts Vietnam 3–2 in the final despite trailing 2–0 after 30 minutes. In 2005 Syed Nayeemuddin was appointed as India coach but he was immediately sacked the following year after heavy defeats in 2007 AFC Asian Cup qualifiers. Much traveled and experienced coach Bob Houghton was later appointed coach of team in 2006. Under Houghton India saw a huge revival in World Football. In August 2007, the Indian national team won the Nehru Cup for the first time in its history beating Syria 1-0. In August the following year, India defeated Tajikistan 4-1 to lift the 2008 AFC Challenge Cup and in turn qualified for the 2011 AFC Asian Cup in Qatar. In 2009 August, India again won the Nehru Cup beating Syria again but this time in penalties. In the beginning of 2011 India took part in the AFC Asian Cup for the first time in 27 years. Sunil Chhetri was the goal scorer for India which meant that he scored the most goals for India in the tournament with two goals in three matches. In 2012, India won the 15th edition of Nehru cup by beating Cameroon 5-4 in penalties as the full-time score was tied at 2-2, making it the third successive Nehru cup win for India.

Conclusion

From the study, it may be concluded that the period from 1951 to 1962 was considered the golden era in Indian football. India became the best team in Asia at that time. In the 1951 Asian Games India won the title. India participated in 1952 Olympics. After that Indian football went into a very tuff situation. Faced lot of ups and down. But now modern era (2004-2013), Indian football is going towards positive Direction. In the beginning of 2011 India took part in the Cup. Win koevermans joined as chief coach of Indian football in 2012. Rob ban also joined as a technical director by AIFF.

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CONSTRUCTIVISM : PARADIGMATIC DISCUSSION FOR TEACHING AND LEARNING

Shnaoli Chakraborty (Acharya)**Principal, Moulana Abul Kalam Azad Teacher's Training Institute, Bhedia, Burdwan****Abstract**

In the last twenty years, Construction has emerged as one of the greatest influences on the practice of education. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Apart from being beneficial to learners, teachers have also embraced constructivist – based pedagogy with such an enthusiasm that is rare in these days of quick fixes and a shopping mall approach to school improvement. Besides giving a historical overview of constructivism in education, this article examines the characteristic feature of a constructivist classroom interweaving the research literature and significant findings of constructivist teaching.

Introduction

Traditionally, a vast amount of school day is spent listening to unidirectional lectures in large groups, completing workbooks and taking memorization-driven tests. Reformers and psychologists argue that this form of passive education is extremely inefficient, for it fails to engage the student within a given subject. Students may be taught the Civil War in terms of dates and actions, but they will be unable to comprehend and articulate its nuances. The same problem holds true for all areas of education.

How do students learn best ? before we answer this question, we should ask ourselves that 'how do I learn best ? The obvious answer will be, we learn better by doing something ourselves, rather than listening from somebody exactly how to do it. This has led many educators to believe that the best way to learn is by having students construct their own knowledge instead of having someone construct it for them. This belief is explained by the Constructivist Learning Theory. The theory opines that students will learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way.

Brooks, J. and Brooks, M. (1993) prepared a list of different methods of learning. The percentages listed represent the average amount of information that is retained through that particular learning method.

1. Lecture = 5%
2. Reading = 10%
3. Audiovisual = 20%
4. Demonstration = 30%
5. Discussion Group = 50%
6. Practice by doing = 75%
7. Teach others / immediate use of learning = 90%

It is evident from the list that, most of material used to educate students at the school level is

largely text and lecture based, which have significant limitations. While reading is an important learning mode, not all students learn effectively from reading. Some students respond better to visual and audio stimuli but often lose interest in the presentation. But the method of teaching which encourages immediate use of teaching which encourages immediate use of learning, produces the highest retention rate, that is, 90%. As constructivist learning fosters students' activity and critical thinking to use what they have learnt, it can be incorporated into the curriculum for creating environment in which children can construct their own understandings.

Concept of Constructivism :

Constructivist approach is regarded as producing greater internalization and deeper understanding than traditional methods. Constructivism is basically a learning theory about how people learn, based on observation and scientific study. It doctrines that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Here, learners are considered as active creators of their own knowledge. For acquiring knowledge, learners must ask questions, explore and assess what he already knows.

Constructivist teachers encourage students to assess constantly how the activity is helping them gain understanding. Although the approach is highly learner-centred, it never underestimates the role of a teacher. Rather, it modifies that role, so that teachers help students to construct knowledge instead of producing a series of facts. The constructivist teacher provides tools such as problem-solving and inquiry based learning activities with which students formulate and test their ideas. Also, they can convey their knowledge in a collaborative learning environment. Thus, guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the text book.

Research has shown that students do not always replace pre-conceptions with new conceptions. Instead, there is evidence that, students may hold similar intuitive views simultaneously with newly-constructed topics (Hewson & Heuron, 1992; Scott, 1992). More recent work by Strike & Posner (1992) suggests that conceptual change is less a case of replacement and more a part of developmental process that involves concept embedded within a broader conceptual ecology.

Sometimes, the approach is misconstrued as a learning theory that compels the learners to 'reinvent the wheel'. But the fact is that constructivism aims at arousing learner's innate curiosity about the world and how things work. It is not possible for the students to reinvent the wheel, but they can attempt to understand how it turns or how it functions. They can apply their existing knowledge and real-world experience, learn to hypothesize, test their theories and ultimately draw conclusions from their findings.

Historical Overview :

In order to understand the concept of constructivism as a philosophy of learning, one needs to reflect on the history of it. The doctrine of constructivism can be traced at least to the 18th century in the work of Neapolitan philosopher Giambattista Vico, who wrote that humans can only clearly understand what they have themselves constructed. Then Jean Piaget and John Dewey developed theories of childhood development and education, that led to the development of constructivism.

Piaget (To understand is to Invent, 1973) believed that human learns through construction of one

logical structure after another, and concluded that logic of children and their modes of thinking are initially entirely different from those of adults. To reach an understanding of basic phenomena, according to him, children have to go through stages in which they accept ideas. Dewey called for education grounded in real experience. (Democracy and Education, 1916).

In *Mind in the Society* (English translation, 1978), Vygotsky introduced the social aspect of learning into constructivism. He defined the ‘zone of proximal learning’, according to which students solve problems beyond their actual developmental level under adult guidance or in collaboration with more capable peers.

Bruner initiated curriculum change based on the notion that learning is an active, social process in which students construct new ideas or concepts based on their current knowledge.

Several modern educators who have studied and practised constructivist approaches to education include Jacqueline Grennon Brooks and Martin G. Brooks, Eleanor Duckworth, Kenneth Tobin and Ernst Von Glasersfeld.

Constructivist Teaching Strategies :

Since constructivism is first and foremost a theory of learning, question arise about what genuinely constructivist instruction looks like in the classroom. Constructivist teachers pose questions and problems, then guide students to help them and find their own answers Constructivist approach borrows from many other practices in the pursuit of its primary goal; helping students learn HOW TO LEARN. Such as –

- prompt students to formulate their own questions (inquiry).
- allow multiple interpretations and expressions of learning (multiple intelligences).
- encourage group work and the use of peers as resources (collaborative learning).

Constructivist approach thinks beyond all these techniques and creates a method of its own. It a constructivist classroom, learning is –

Active :

Students’ ideas and independent thinking is encouraged in the classroom. It is the student who creates new understanding of himself / herself. The teacher coaches, moderates, suggests, but at the same time allows, the students to experiment and ask questions. That is, teachers help students attain their own intellectual identity. Students frame questions and issues and then go about analyzing and answering them. They take the responsibility for their own learning and become the problem solvers. An important part of the learning process is that students reflect on and talk about their activities, which also help them set their own goals and means of assessment.

Example : In a history class, a constructivist teacher can ask the students to think about and then express their own opinions about different perspectives of ‘history’ rather than delivering a lecture on the topic, as is usually done by a traditional teacher. This would encourage the students their active participation in the class and be attentive, therefore, leading to interesting discussions. Questions may arouse like this – Is history as taught in textbooks accurate ? Are there different versions of the same history ? Whose version of history is most accurate ? From there, students can make their own judgements.

Reflective :

In a constructivist classroom, students control their own learning process. This process makes them experts of their own learning. By reflecting on their experiences, learners take part in the group discussions to comment on a topic. Reflective thought takes time and it is based on other's ideas and comments. The teacher helps create situations where the students feel safe questioning and reflecting on their own ideas. Also, the teacher create activities that lead the learner to reflect on his / her prior knowledge and experiences.

Example : Students of middle school age can keep a notebook in their English writing class. They can record there how they felt about the class projects, the visual and verbal reactions of others to the project and how they felt their own writing had changed. In an extra class, after a regular interval, the teacher will read these records by holding a meeting with the students. The meeting can include three types of assessments – a) what new knowledge the student has created, b) how the student learns best and c) the learning environment and the teacher's role in it.

Collaborative :

Social discourse helps students change or reinforce their ideas. If they have the chance to present what they think and hear other's ideas in the classroom, they can build a personal knowledge based on their understanding. This is the collaborative environment essential for constructivist teaching. This approach relies heavily on collaboration between learners and learners, as well as between learners and teachers. The reason for why it is so much needed in constructivism is that students learn about a particular topic not only from their own discourse, but also from their peers. When students review and reflect on their learning process together, they can pick up strategies and methods from one another.

Example : While studying ancient civilizations, a constructivist teacher can help students to undertake an archaeological project. They can be encouraged to learn different areas of this project and discuss about the topic in the class. This may be constructed in a large sandbox, or may be done in a computer using the particular software.

In the course of the project, as they find different objects, the teacher will introduce the classifying techniques. The students would be motivated to – a) set up a group museum by developing criteria and choosing which objects should belong, and b) collaborate with other students who worked in different sectors of the project. Each group is then asked to develop theories about the civilizations that inhabited the area.

Inquiry-based :

Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations. The main activity in a constructivist classroom is solving problems. Students, therefore, use inquiry methods to ask questions, investigate a topic and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and as exploration continues, they reassess those conclusions. Thus, engaged by their creative instincts, students develop abilities to express knowledge in a variety of ways. The students are also more likely

to retain and transfer the new knowledge to real life.

Example : In a Physical Science class, a constructivist teacher can motivate sixth or seventh grade learners to investigate how water is purified by using simple apparatus. Students can start the process of water purification from coffee-filter paper, to a stove-top distillation apparatus and then to piles of charcoal. This can be followed by an abstract mathematical solution based on the size of a water molecule. Thus, depending upon student's responses, the teacher encourages abstract as well as concrete, poetic as well as practical creations of new knowledge.

Constructed :

Constructivist approach believes that student's mind is never a blank state. They come to the environment of learning with ideas, knowledge and understanding already present in their mind. Thus, constructivist learning begins with what students already know and helps them build a further idea on that knowledge. Their previous knowledge serves as the raw material for the new knowledge they will create. Therefore, teachers must determine the degree of their pupil's prior knowledge of a subject at first. This can help the teacher's alter the curriculum, so that study units can open with student's expressing their current assumptions. Teachers design subsequent lessons to help students form a more accurate understanding of the subject matter by working with primary materials and raw data. Thus, the process helps learners construct abstractions that bind the phenomena together with their prior knowledge.

Example : A secondary school teacher introduces a problem to the learners to measure the length of 'cucumber'. The teacher first allows the students to reflect and express their own methods of measurement, instead of coming to the classroom with a ruler or a measuring tape. One student offers the knowledge that a doctor said he is four feet tall. Another says she knows horses are measured in 'hands'. Thus, the students discuss all the methods of measurement they have heard about, and decide on one to apply for the problem.

Evolved :

In traditional education, teachers assess students by grading assignments from worksheets to examinations, and rating student work on the number of right and wrong answers. In contrast, constructivist teacher pose importance to right as well as wrong answers, as they give opportunities to know student's current understanding and the chance to enhance that understanding. Students may have ideas which may be invalid, insufficient or incorrect to explain new experiences. But in a constructivist classroom, these ideas are temporary steps in the integration of new knowledge. For instance, a child may believe that all trees lose their leaves in the fall, until she visits an evergreen forest.

The constructivist model says that, when a student gets a new information, he / she compares the information to the knowledge and understanding she already has, thus, one of the following three things can occur :

- the new information matches up with his previous knowledge well, that is, it is consonant with the previous knowledge. So the student adds it to his understanding. It may take some work but it is

just a matter of getting the actual fact.

- The situation when the information does not match the previous knowledge, it is dissonant with the previous knowledge. The student has to change his previous understanding to input the new information. This is a harder work.
- A situation also may occur when the information does not match the previous knowledge and it is ignored. The information is then rejected, waiting for the time when learner's would be matured to intake the particular information.

Example : A constructivist teacher in the eighth grade is going to introduce the chapter of gravitational force in the Physical Science class. At first she creates an environment where learners can experiment the gravity with various objects. They explore the differences in weight among similar sized blocks of foam, wood and lead. Many learners opined that heavier objects fall faster than light ones. The teacher then provides pictures / stories / videos about Galileo, Newton etc. and discusses their theories in short. The students then replicate Newton's experiment by dropping objects of different weights and measuring how fast they fall. The teacher then explains the reason by discussing the laws of gravity.

Constructivist Assessment :

In constructivist teaching, the process of gaining knowledge is as important as the evaluation. Therefore, constructivist assessment is based not only on tests, but also on observation of the student, the student's work and the student's point of view. Some assessment strategies include :

- **Mind mapping :** This is an activity-based task. Students list and categorize the concepts and ideas relating to a topic.
- **Hands-on-activities :** These activities encourage students to prepare a particular learning tool or arrange the classroom as needed for learning. Teachers can use a checklist to assess students' success with the particular material.
- **Oral discussions :** An open topic is presented before the students and the teacher allows a discussion on the topic.
- **KWL (H) Chart (What we know, What we want to know, What we have learned, How we know it):** This is a kind of chart that can be used throughout the course of study for a particular topic. The technique seems to be useful to the teacher as it shows the progress of the learner.
- **Pre-testing :** This method helps the teacher assess a learner's prior knowledge of a new topic and thus helps in directing the course of the study.

Constructivism – Computer Relation :

Modern technology is significantly impacting society and our daily lives. To focus on learning and instruction, technology can be used as tools for delivering instruction. As constructivism approach depends highly on the exchange of information between the students and the teachers, computer proves to be an integral part of the classroom. It allows instant access to databases and online information services and provides multimedia resources such as interactive audio and video. Computer also allows to present educational materials across media formats like printing a particular material, using PowerPoint presentation, still and motion video, animations and computer graphics.

Again, in a technology rich classroom students are more actively engaged and they become more cooperative and less competitive. The integration of both verbal and visual thinking helps students learn different things instead of all students learning the same thing. The whole class is generally shifted to small group instruction. All these features augur well for a constructivist classroom.

The connection between computer and constructivism is due to the fact that technology provides students with almost unlimited access to information that they need in order to do research and test their ideas. If computers can be integrated properly to this new pedagogical practice, learners will have a deeper, self-directed activity in the classroom. Teachers will no longer have the choice but will be compelled to use a constructivist approach in a technology-rich environment.

Professional Development of a Constructivist Teacher :

A constructivist teacher and a constructivist classroom exhibit a number of discernable qualities markedly different from a direct instructional classroom. A constructivist teacher is ought to maintain a democratic environment in the classroom, where activities are interactive and student-centred. He / she is to play role of a facilitator or consultant, where learners can use their own experiences, prior knowledge and perceptions, as well as interpersonal environment to construct knowledge and meaning.

Using constructivist strategies, teachers need to be more effective in promoting communication and create flexibility so that the needs of all students can be met. The learning relationship in a constructivist classroom is then be mutually beneficial to both student and teacher.

Applebee (1993) suggests that, rather than treating the subject of English as subject matter to be memorized, a constructivist teacher treats it as a body of knowledge, skills and strategies that must be constructed by the learner out of experiences and interactions within the social content of the classroom. In such a

tradition, understanding a work of literature does not mean memorizing someone else's interpretations, but constructing and elaborating upon one's own within the constraints of the text and the conventions of the classroom discourse community.

Another crucially important aspect of a teacher's job is watching, listening and asking questions about students in order to learn about them, so that teachers may be more helpful to students. This kind of activity may be compared to a research work which may contribute to a teacher's ability to use the classroom experience, so that he / she may create contextualized and meaningful lessons for small groups and individuals.

Thus, the entire discussion suggests the importance of communicating the theory and concepts of constructivist teaching to administrators as well as to teachers and students of the secondary and higher secondary level. And this can only be done through ongoing, supportive professional development activities conducted through training programmes and by organizing seminars. Practice of constructivism approach in schools should be the ultimate destination where teachers should be encouraged to embark on their own professional development journey.

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A COMPARATIVE STUDY ON VARIOUS PSYCHOLOGICAL PARAMETERS BETWEEN UNIVERSITY LEVEL MALE FOOTBALL PLAYERS AND STATE LEVEL ATHLETES

Anirban Misra

Research Scholar, Jadavpur University, Department of Physical Education

Sandip Bera, Piyali Mishra & Provash Das

M. P. Ed IV Semester, Department of Physical Education, University of Kalyani

Abstract

It is the study, analysis, explanation and interpretation of behavior of an individual during sports participation. The purpose of the study was to compare various psychological parameters between university level male football players and state level athletes. Total 30 male students were selected randomly as subject for the present study. For this purpose two groups were formed on the basis of the age of the students and each age group had equal 15 subjects. Various psychological parameters of the two groups were measured by standard tests. Mean and SD of those parameters were computed and student 't' test was done to find out statistical significance of the differences between means. Results revealed that in case of achievement motivation and Anxiety parameter (state and trait) the intervarsity football player is better than state level athletes and vice-versa in case of interest was concerned.

Key Words: State anxiety, Trait anxiety, Interest, Achievement motivation.

Introduction

The branch of study and research which deals with human behavior is called psychology. It has been many branches of which sports psychology is one.

The behavior pattern of sports person also different from that of the general people.

Interest is the control force that drives the whole machinery of teaching process.

“A thing that interest us in just something that concern us or matter to us”-Ross.

Crow and Crow stated that interest may refer to the motivating force that impels us to attend to a person; a thing or an activity or it may be the activity itself. Player have different type of wants, motives, drives and needs the several people so the interest of the football players is different than the athletes.

Motivation is the conceptual term used to explain the cause of one initiating and sustaining action, as well as the intensity at which it is pursued.

“Motivation appears to be the key to on accomplish either in sports or in any other competitive area..... (Dorothy, 1978)

Watson (1982) stated that in sports achievement motivation is the agree to which a player is willing to approach competition situation. in field of sports for efficiency and excellence most of the

sociogenic motive can be utilized, to activate an athlete and footballer on urge to incorporate into long term memory is the career success in an athlete's and footballer's life.

The present study was conducted to analyse the difference in psychological parameters among the football and athletic group.

Methodology

In this chapter the objective type questionnaires used for collecting data analytical procedure had been described.

Measurement of the Interest : To know the interest level of an individual a questionnaire of 55 items of T.K. Pan (1998) was given to the subject. They answered these questions in three types of choice as 1st, 2nd, 3rd choice. Every choice had a certain score such as 1 for 1st choice, 2 for 2nd choice, and 3 for 3rd choice. The total score was taken.

Measurement of Sports Achievement Motivation : Sports Achievement motivation questionnaire of Kamlesh (1987) was a questionnaire of 20 statements, the response value of which range from 0-40. Answer sheet was given and for each wrong answer is (2) two. The final score is the total of twenty questions (20).

Measurement of the State and Trait Anxiety :

2.4.6-For measuring the anxiety the state and anxiety inventory questionnaire were adopted. This inventory was designed and developed by Spielberger, Gorsuch and Lushene (1970) not for the assessment of the anxiety loading of the individual but also the distinction of two aspects of anxiety viz, state anxiety and trait anxiety. State anxiety refers to a reaction which takes place at a certain time at a given level of intensity and trait anxiety indicates a latest disposition for a reaction of a certain type to occur if it is triggered by appropriate stimuli, in a stable individual characteristics. The forms of this inventory have been adopted in Bengali language on our population by Chattopadhyay, Mallick, and Spielberger (1986).

Result and Discussion

In this chapter personal Data Interest, Sport Achievement motivation, Trait Anxiety, State Anxiety of the subjects were stated in tabular form and also analyzed for appropriate results.

Personal Data

Table 1. Mean, SD of Personal Data of University Football Players and State Level Athletes

Personal Data	Football Players (Mean & SD)	Athletes (Mean & SD)
Age (Years)	23.8 ± 1.75	24.2 ± 1.32
Height (cm)	169.10 ± 3.09	168.7 ± 4.68
Weight (Kg)	64.8 ± 7.16	66.3 ± 7.26

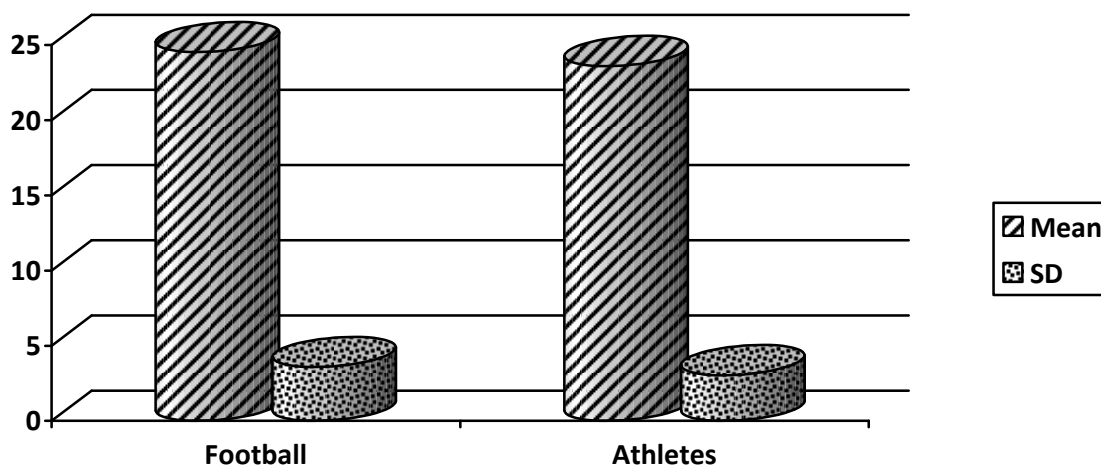
In the present study Mean and SD of Age, Weight, Height of Football players and Athletes were presented in Table 1.

Table 2. Mean, SD Variables and their Comparison of Achievement Motivation of University Football players and State Level Athletes

Group	Mean & SD	SED	't'	Remarks
Football	24.53 ± 3.58	0.43	2.16	**
Athletes	23.6 ± 3.04			

**This value is significant at 0.05 level but not significant at 0.01 level.

Table value at 0.05 level = 2.76



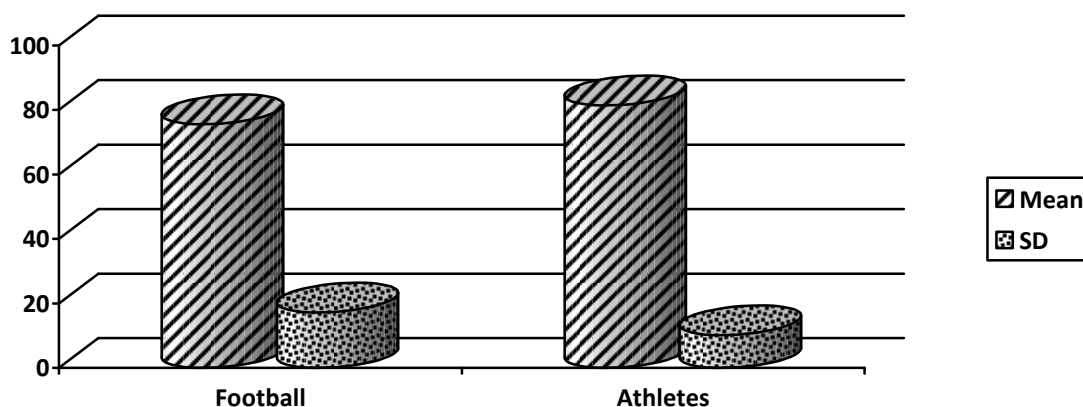
It was indicated from the Table 2 that the Mean and SD of the achievement motivation of University Football players were 24.53 ± 3.58 and the mean score, SD of the achievement motivation of the athletes were 23 ± 3.04 .SED and obtained 't' value of achievement motivation between University level Football player and state level athletes were 0.43 and 2.16 which statically significant at 0.05 level at DF=18.

From the Table 2 it was observed that the mean value of Achievement motivation of Football player was higher than athletes. So Football player was higher than athletes. So Football Players had better Achievement motivation than athletes.

Table 3. Mean, SD, SED &'t' value of Interest of Interest of University Football Players and State Level Athletes

Group	Mean & SD	SED	't'	Remarks
Football	75.6 ± 17.19	1.84	3.15	**
Athletes	81.4 ± 10.17			

**Significant at 0.01 level , Table value at 0.01 level = 2.76



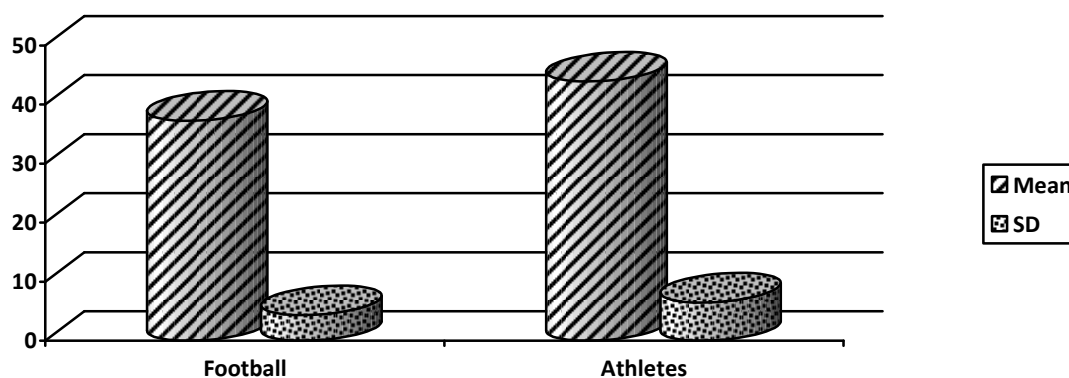
From the Table 3, it was observed that the mean and SD of the interest of University Football Players were 75.6 ± 17.19 and the mean score and the mean score and SD of the Interest of the Athletes were 81.4 ± 10.17 and 't' value was statistically significant.

So it was observed that the mean value of Interest of the Athletes had better than the Football players.

Table 4. Mean, SD, SED and 't' value of State Anxiety of University Football Players and State Level Athletes

Group	Mean & SD	SED	't'	Remarks
Football	37.27 ± 4.36	0.74	9	**
Athletes	43.93 ± 6.50			

**Significant at 0.01 level, Table value at 0.01 level = 2.76

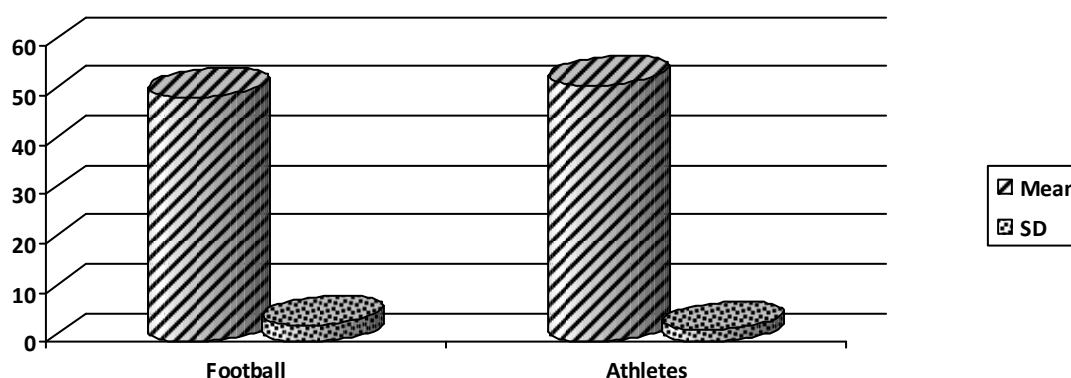


From Table 4, it was observed that the mean and SD of the interest of University Football Players were 37.27 ± 4.36 and the mean score and Sd of the state Anxiety of the Athletics were 43.93 ± 6.50 and obtained 't' value 9 which was statistically significant. So it was observed that the Football group had lower State Anxiety level than Athletes group.

Table 5 : Mean, SD, SED and 't' values of Trait Anxiety of University Football Players and State Level Athletes

Group	Mean & SD	SED	't'	Remarks
Football	49.73 ± 3.53	0.40	6	**
Athletes	52.13 ± 2.47			

**Significant at 0.01 level, Table value at 0.01 = 2.76



From Table 5, it was observed that the mean score and SD of Anxiety of Football group Anxiety were 49.73 ± 3.53 and the mean score and the mean score and the Anxiety of the Athletes group were 52.13 ± 2.47 and 't' value 9 which was statistically significant. So Table 5 indicated that Football group had lower Trait Anxiety level compare to Athletes group.

Conclusion

From the study it was seen that there was a lot of difference among the sport achievement motivation, participation interest and anxiety (State & Trait) level.

In respect of achievement motivation and anxiety level of University football players were better than the state level athlete. On the other hand in respect of participation interest of the state level Athletes were more than the University level football players.

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W. H. AUDEN : POEMS (1937–56), PHILOSOPHY, FORM AND INNOVATION**Srimay Sinha****Assistant Teacher, Fakirdanga High School, Fakirdanga, Nabadwip, West Bengal**

One of the major poets of the twentieth century, W. H. Auden had an enormous influence on succeeding literary generations, in a lifetime which spanned two world wars, the Russian and Chinese revolutions, the rise and fall of fascism, and three decades of cold war. Born English in 1907, Auden became an American citizen in 1946, but spent much of his later years living in Europe, first in Italy and then in Austria, where he died in 1973.

Auden's poetry is based on ideas which he found relevant from time to time for the realization of his purpose. The change in Auden's themes from 1933-56, was not abrupt, it was rather an easy transition. Both psychologists and Marxists portrayed life as a power struggle between opposite forces, whether it be within an individual or within society. Auden plays unconventionally with the structures or form of the poems. He innovates new subject matters, includes new words, presents a different poetic treatment, brings into the poetry the other form of discourse, e.g. journalism etc. He writes about socio-cultural problems, points out psychological dilemma. Stephen Spender, perhaps rightly points out that Auden's poems of this particular phase are emotional however, his treatment is intellectual and this makes his poetry little difficult for the average reader. Auden's introduction of humor after the mock-heroics, his rejuvenation of the old forms of poetry-all point out his struggle to get rid of from the 'anxiety of influence', the guidance of Yeats and others.

W. H. Auden taught at Down School, Colwall from the autumn of 1932 to the summer of 1935 and then again briefly in 1937. It was there in 1932 that he met 13 year old Michael Yates who was one of his pupils. Even later in life Auden would repeatedly return in memory of Yates for inspiration, as in his poems "First Things First" (1957), and "Since" (1964). However, probably the best known poem of Auden inspired by Yates is "Lullaby" (1937). It is a complete unconventional lyric in which Auden carefully mixes the metaphysical colloquialism with the glorification of the unique theme of the transition from the sexual love (*Eros*) to spiritual love (*Agape*). The inevitable autobiographical elements heighten the poetic treatment. While trying to console him because of the ending relationship with Yates, Auden essentially speaks about spiritual love. He believes love can transmute sexuality into spirituality. In the first stanza the 'Mortal, guilty' love seems to him 'entirely beautiful'. The second stanza describes the mystical ecstasy in their physical union with each other: 'Soul and body have no bounds:' Their carnal love is thus transformed into the spiritual and in the words of John Donne the lovers become 'saints of love'. Carnal love is not therefore, not to be condemned! Auden acts like Browning's Lippi, reaching spiritual height through physic and thus both become iconoclast. Auden's pleading for the universal love in the last two lines of the poem: 'Nights of insult let you pass/ Watched by every human love.' It is only universal love and charity that can protect the beloved from the nightly insults which she bounds to suffer after satiety which Eros or physical gratification produces. The last lines of "Canzone" resounds the same idea that man must suffer as long as his love is selfish or 'Eros' and not 'Agape' which is essential for human salvation: 'Or else

our changing place to be never known/ There must be sorrow, there can be love.’ The biographer Charles Osborne calls “Lullaby” ‘one of his most beautiful lyric poems....addressed to a teenage boy’. When Auden compiled his *Collected Shorter Poems 1927-1957* in 1965 he wanted to drop “Lullaby” because he felt that this poem glorified and romanticized short-lived, unfaithful sexual love, possibly because he suffered greatly due to the unfaithful ways of his lover Chester Kallman. He was only dissuaded from excising the poem by Kallman himself, as is reported by David Luke in his essay “Gerhaert Meyer and the Vision of Eros” in *Auden Studies* 2. So the poem was included in the volume.

Auden thinks that a describer while describing a place needs the combination of understanding and distance. This impersonal description from an objective standpoint is emphasized in his poem “Dover”, written in August 1937, seven months after “Lullaby”. His narrative is journalistic. In his “New Verse” (April/May 1936), he comments ‘I cannot believe...that any artist can be good who is not more than a bit of a reporting journalist.’ However, he is not merely a journalist, he analyses and philosophizes the situations and the place. He describes the great port Dover as a place of little material importance, rather as a place of emotional ferment: ‘Vows, tears, emotional farewell gestures, / Are common here,’ -thus Dover becomes an objective correlative of emotional ferment. The telescopic eye of a journalist describes the port as: ‘The old town with its keep and Georgian houses/ Has built its routine upon such unusual moments’ Auden in the poem challenges the hetero-normative paradigm. He subverts soldiers into sexual objects and thereby challenges the construction which treats hetero sexuality as a norm in poetry: ‘Soldiers crowd into the pubs in their pretty clothes, / As pink and silly as girls from high class academy.’ Soldiers remind us of the gender male with uniforms, Auden reconstructs them as girls. In the later stanzas he is philosophical and more engaged with historical consciousness. He ties the soldiers with the broader theme of temporality. The soldiers are mortal because they also leave from Dover as well as from the world. Auden’s communist sympathy in the last lines of the poem makes it a social document which was new at that time in the modern poetry.

“Rimbaud” presents Auden’s another innovation of style in poetry. It is a biographical poem and Auden is the first who attempts to write on individuals, be it a writer, a psychologist or a musician. Soon after his emigration to the United States, Auden wrote biographical poems on several writers e.g. on A.E. Houseman, W.B. Yeats, Edward Lear, Earnst Toller, Herman Melville, Sigmund Freud, Montaigne and Rimbaud. David Pascoe writes, ‘Auden always held Rimbaud in high esteem; but for different, more personal, reasons. In 1940 he figured him as ‘the adolescent with red hands, / Skilful, intolerant and quick, / Who strangled an old rhetoric;’ (from ‘New from ‘New Year Letter’) and who helped to free truth from its entrapment in art by carrying the experience of poetry into real life. Auden concentrates in this poem on Rimbaud’s theory of poetry which is in French expressed as ‘dérèglement de tous les sens’ (methodical derangement of all the senses): ‘His five wits systematically deranged,’. Rimbaud believed that one cannot write poetry unless he/she is systematically disorganized the five senses. Rimbaud died as a disillusioned man and that the truth he wanted to communicate was not acceptable by his society, however, his ‘His truth acceptable to lying men’. Auden clarifies the sense of futility in the practice of art as far as its socio-political effect of that art is concerned. The truth which is contained in a poem is a truth which the society will never accept and act upon. The only truth that has any value for the society is the material truth of a concrete building or a bridge.

Auden changes the nature and format of an elegy writing. His “In Memory of W.B Yeats”, as the title indicates is an elegy written to mourn the death of W.B.Yeats, however, it is different from the conventional elegy. Writing in two different styles in three sections his elegy is different in treatment. Traditionally, in an elegy all nature is represented as mourning the death, here nature is going on its course indifferent and unaffected. The great poet’s death goes unnoticed both by man and nature; human life goes on as usual, and so does nature. In the first part of the poem Auden states that Yeats died on a ‘dark, cold day’. All nature went on as usual unaffected by his death. Wolves ran on the forests as usual and the river flowed on through the countryside. After his death Yeats ‘become his admirers’, henceforth, he will be what people will think of him and his poetry; and thus: ‘The words of a dead man, / Are modified in the guts of the living’. However, his poetry could not change either the course of nature or the course of human life. Business in the market place goes as usual, the poor still have their suffering and the people are as selfish as ever. A few thousand of his admirers will remember this day only casually, as a day when something unusual happened. They will simply say: ‘the day of his death was a dark old day’. Again, in the traditional elegy the dead is glorified and his death is said to be a great loss for mankind at large. However, Auden does not glorify Yeats, rather he starts the second stanza with ‘You were silly like us’; Auden binds the thread of Yeats’ life with common people. Interestingly, Yeats’ representation of Robert Gregory in “In Memory of Major Robert Gregory” is a pure spirit, a lively being, is in striking contrast with Auden’s presentation of Yeats in his elegy. Perhaps it was the wrongs of ‘mad Ireland’, the desire to serve his people through his poetry that made him a great poet. Now he is dead, the woman who flattered him are also dead, his poetry however, survives. Yet, this poetry could not change the destiny of the Irish people. They still have their madness and their weather: ‘For poetry makes nothing happen.’ Poetry does not bring any amelioration for society. Poetry is the product of history. It ‘survives/ A way of happening, a month’. Because of the unique quality Stan Smith observes this poem as an oedipal dialogue, because the elegy is both an act of honour and an act of usurpation. Auden is usurping the position of W.B.Yeats. Shrewdly he sees himself as the successor of Yeats and the moment he redefines his position, he says that he is not going to write the poems like Yeats. Stephen Spender too comments that Yeats is a symbol of Auden’s own devil of inauthenticity, of everything which he must eliminate from his poetry ‘false emotions, inflated rhetoric, empty sonority’. Thus the whole treatment of this elegy is ironic. Auden’s “In Memory of Sigmund Freud”, in the same way does not glorify the dead Freud, however, he approaches realistically: ‘He wasn’t clever at all: he merely taught/ The unhappy present to recite the past.’

Both in form and content, Auden’s innovations in “The Shield of Achilles”, written in 1952, is brilliant. It is a mock-heroic lyric, divided into three parts and each part consists of three stanzas. The opening stanzas are shorter in length and incantatory with frequent Homeric echoes. The later stanzas have longer lines and are written in iambic Pentameter, however lack the lyrical quality of the initial stanzas. Auden employs the classical myth of Achilles and his shield to bring out the contrast between the heroic past and unheroic present. This technique of using myth is popularized by T.S.Eliot to comment on the modern desolation. Auden, thus does not use Greco-Roman mythology to glorify his subject matter, he is not celebrating any kind of Utopia, rather presents a dystopia. Utopia is what Thetis, the mother of Achilles, hopes to see depicted on the shield of Achilles being made by Hephaestos. Dystopia lies in what is actually depicted by Hephaestos on the shield. The use of myth

enables the poet to juxtapose the past with the present where the past serves as a running commentary on the present. In the first part of the poem, the binary is very clear between Achilles' shield on which 'Marble well-governed cities/ And ships upon untamed seas' is painted, and the shield of contemporary society: 'No blade of grass, no sign of neighborhood,/ Nothing to eat and nowhere to sit down,' Stan Smith explains that since Hephaestus effects a 'transformation of pain and disorder into art' the opens up 'a division between the beauty of the representation and the ugliness it represents'. According to Niladri Ranjan Chatterjee this poem attacks the Keatsian notion of Beauty being truth and Truth being Beauty. Auden sees Thetis as someone who expects 'beauty' to be the 'truth'. Lucy McDiarmid suggests that what Thetis expects to see on the shield not only is not depicted but cannot be depicted, because she invests her pretty images with an aesthetic quality which implies a spiritual presence. Hephaestus refuses to present any kind of comforting correlation with the aesthetic and the spiritual, because art cannot depict spirituality. So if there is a spiritual presence in the poem it is there by virtue of its absence. McDiarmid speaks of the rhetorical form of *praeterito* (saying something while maintaining that it cannot be said).

W. H. Auden, whose poetic production extends over a period of more than 35 years, tries his hand at almost every kind of verse: lyrics, sonnets, elegies, odes, ballads, long narrative poems, short-satirical verse, parodies, burlesque etc. He is a ceaseless experimenter with these verse forms and stanza patterns. Auden uses a number of stylistic devices to convey his meaning accurately. His intense philosophical ideas, different forms and natural innovations place him a great and modern poet in the 20th century. His career is marked by intellectual, artistic, emotional, spiritual and geographical phases.

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**DEVELOPMENT OF INSTRUCTIONAL STRATEGY FOR SOME CONCEPTS
IN CHEMISTRY AND STUDYING ITS EFFECTIVENESS****Susheel V. Joshi****Research Scholar, Department of Education, University of Mumbai****Abstract**

The purpose of the study was to determine the effect of developed instructional strategy on science achievement and attitude towards the strategy for learning science. This quasi-experimental study Design was pre test post test non equivalent group design was used. It forms two class one forms the experimental group (n=40) and other class forms experimental group (n = 40) the two groups were pre tested prior the implementation. At the end of the study post test was given, while the attitude was studied towards the end of programme. Teaching and learning was carried out of three week. Data was analyzed using t test to determine performance by comparing mean achievement score of pre test and post test of experimental and control group. The results of this study showed that the developed learning strategy improved students achievement in science and their opinion towards the strategy. The researcher concluded that the developed strategy for learning of science is an effective approach, which science teachers need to incorporate in their teaching.

Key Words : Strategy, Achievement, Concepts, Chemistry and Effectiveness.

Introduction

At present science is widely use in various fields and covering a wide range of activities. However science is considered to become a very difficult subject which students find it difficult to understand. Educationist and scientist have been trying to bring about innovative methods and comprehensible teaching learning strategies that help pupil to overcome this phobia and view science as a magnificent a brilliant discipline. The recent research in science education has focused on science content, specific instructional strategies and how they are related to science learning contexts and instructional outcomes. In present scientific and technological age the conventional teaching methods are not sufficient to arouse interest among the student and do not meet up to the intellectual, psychological and emotional need of the student is the new millennium. The methods of teaching science need to be changed. According to Chiritv U (1983) the Ausubel strategy was superior to the Bruner strategy for learning of mathematics. Similarly Aziz T (1990) has found the effectiveness of information process models in teaching of chemistry at secondary stage and found it to be effective. Shishta R(1990) has studied the effectiveness of the guided discovery as the strategy for learning of science and found to be effective. Similarly Roth wolf M (1992) the effectiveness of construction of the scientific concept by concept map as a device for social thinning in high school science and found out to be effective. Smith E. L. and others (1993) has studied the effect of teaching strategies associated with conceptual; change learning in science the results support claims for the usefulness of conceptual change teaching

strategies, but few of the teachers in this study could successfully implement these strategies without the support of appropriately designed curriculum materials. Komis and others (2007) found out the effectiveness of comparing computer supported dynamic modeling and paper and pencil concept mapping technique found out to be effective. Tandogan and others (2007) has studied the effects of problem based active learning science education on students academic achievement, attitude, and concept in learning and found out that the application of problem based active learning model affects students conceptual development positively and keeps their misconceptions at the lowest level. Based on the literature it was observed that the different learning strategies are effective in learning of science, so researcher was keen in understanding the effectiveness of the laboratory work along with the power point presentations along with worksheet together as a strategy as studying its effectiveness along with the opinion of the students towards this developed strategy. Specifically the objectives of the research were to find out effectiveness of the instructional strategy in terms of students achievement and to find out the opinion of the students towards the strategy.

Materials and Methods

Since the classes existed as intact group, the study was quasi-experimental pre test post test non equivalent group design. Purposive random sampling technique was used the total participants of the study were 80 students out of which 40(20 male and 20 female) students from modern English high school forms the experimental group, while 40(20 male and 20 female) student of Angles paradise English high school from the control group, both the school were affiliated to Maharashtra State Board of Secondary and High Secondary Education Board Pune divisional board Mumbai both the school were morning shift schools, teachers teaching in both the school were nearly of similar educational qualification and similar years of teaching experience All the students selected for the study were std ix, of similar age group, secondly the number of male and female students in each class were nearly the same, the strategy used was developed by the researcher himself.

Instrumentation:

Achievement test: In this study the achievement test was used to measures students' achievement in science for the selected concepts. The pre and post test consists of 25 objective type questions; the time allotted for the same was 40 minutes. Each question was provided with four options. All the items were given to five experts from the field of education. The reliability of the tool was done by spilt half and test retest method was observed to 0.86. D.I. and D.F. was calculated.

Opinion towards Strategy : A set of the questions were set by researcher himself given to expert in the field of education, and D.I of questions was done those questions with more .20 value were accepted.

Results :

There is no significant different in the pre test achievement and post test achivment scores of control group.

Table 1. Pre Test Achievement and Post Test Achievement Scores of Control Group

Group	Test	N	Mean	Sd	df	t- value
Control	Pre	40	10.3	2.42	78	4.09
Control	Post	40	13.0	3.49		

Results from Table 1 shows that the hypothesis was rejected as the calculated t value is higher than the tabulated value. This shows that there is significant difference between pre and post test of control group.

There is no significant difference in pre test achievement scores of control and experimental group.

Table 2. Pre Test Achievement Scores of Control and Experimental Group

Group	Test	N	Mean	Sd	df	t- value
Control	Pre	40	10.3	2.42	78	0.46
Experimental	Pre	40	10.025	2.86		

Results from Table 2 shows that the hypothesis is accepted because the calculated t value is less than the tabulated t value which shows that there is no significant difference in the achievement scores of pre test of control and experimental group it means that they were at same level of understanding.

There is no significant difference in the post test achievement scores of control and experimental group.

Table 3. Post Test Achievement Scores of Control and Experimental Group

Group	Test	N	Mean	Sd	df	t- value
Control	Post	40	13.0	3.49	78	8.7
Experimental	Post	40	18.05	3.38		

Results from Table 3 shows that the hypothesis is rejected because the calculated t value is more than the tabulated t value which shows that there is no significant difference in the achievement scores of post test of control and experimental group it means that they were at not at same level of understanding therefore it can be conclude that the effect in the academic achievement of the students was due to the strategy of learning of science.

Opinion towards the Instructional Strategy :

Students of the experimental group showed a high degree of inclination towards the instructional strategy used for chemical concepts and seemed to enjoy it. The opinion of students of experimental group towards the instructional strategy was positive. Students of experimental group also enjoyed the strategy because every concept of chemistry was taught by means of power point presentation and the same concept was taught with laboratory technique. They felt that every unit of the science should be taught using this strategy.

Conclusion

Students centered approaches such as this strategy for learning of science improve science achievement and their opinion towards this strategy among student. Therefore teachers in school, especially teachers who teach science need to be aware of the importance of laboratory and power

point presentations benefit for understanding of scientific concepts. Therefore teachers should be encouraged to use this strategy for the learning of science. Academic achievement of the experimental group was better as compared to that of control group so it can be concluded that the learning of science by this strategy is more effective.

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**GATEWAY TOWARDS DIGITAL KNOWLEDGE SOCIETY WITH SPECIAL
REFERENCE TO THE RECOMMENDATION OF NATIONAL
KNOWLEDGE COMMISSION OF INDIA**

Tulima Dey

**Librarian, Kalyani Mahavidyalaya & Research Scholar, Department of Library
and Information Science, University of Kalyani, West Bengal, India
Email : tulima73@yahoo.co.in**

Abstract

Knowledge society' is the highest state of development. India is a democratic country have full of human resources. Knowledge is key tools, appropriate use and access and dissemination of which empower well equipped human resources which ultimately developed social and economic status of country. Being India highest development (Knowledge society) within 2020, Prime Minister created a advisory body of first kind. This paper intends to focus light on present scenario of Indian society. National Knowledge Commission study present situation and provide recommendations. The recommendations are also applicable to such developing nation like India.

Key Words : *Knowledge society, Information Communication Technology, Digital Divide, Nano-Technology, India-2020, Digital library,*

Introduction

The term 'knowledge society' has gained prevalence in recent years due to the revolutionary strides in technology and the rapid evolution of new systems for the gathering, disseminating, transmission and application of information. A convergence of technologies - television, computers, networking, satellite communications and the internet-constitute the technological basis for the knowledge revolution. This dramatic acceleration in the development of information technologies; in the speed and extent of global knowledge accumulation, dissemination and exchange; in the blurring and transcendence of traditional boundaries between fields of knowledge; and in the emergence of new knowledge-based industries are defining characteristics of the knowledge revolution.

Creating India a Knowledge Source :

Any country developed, and has power, when nation to use and create knowledge as capital determines its capacity to empower and enable its citizens by increasing human resource development.

India today stands to reap the benefits of a rapidly growing economy and a major demographic advantage that will see the country having the largest resource of young people in the world in the next few decades. The challenge and opportunity is to galvanize our national potential into a dynamic resource: an informed, enlightened and capable young Indian citizenry would not only enhance and enrich the process of national development. To make the best of these opportunity to national

progress, and to respond to global challenges more strongly than even before, India needs a knowledge-oriented paradigm of development to give its people and institutions a competitive advantage in all fields of knowledge. It is regard; its prime focus is on five key areas of the knowledge paradigm- access to knowledge, knowledge concepts, knowledge- creation, knowledge application and development of better knowledge service. The five key emphasize to light on open doors to knowledge, skills, imagination and ideas presently and potentially available or accessible, to the people.

Present Status of India :

A. P. J. Abdul Kalam (2010) stated that within 2020 India is well on its way to becoming a knowledge society with all-round growth in sectors of the economy like agriculture, manufacturing and services". Today India has an opportunity to take the leadership in the knowledge revolution. Knowledge revolution is indeed the foundation for making India a developed nation.

The time is ripe for this because of the ascending trajectory of the economy, availability of great institutions for capacity building of human resource, abundant bio-diversity and other natural resources, and above all, 540 million youth determined to make the nation prosperous. The convergence of technologies was the base of the new knowledge revolution. Information technology and communication technology have already converged, leading to Information and Communication Technology (ICT).

Another important technological revolution, that is Nano-technology is knocking at our doors. With material convergence and biotechnology linked, a new science called intelligent bioscience will be born which would lead to a disease-free, happy and more intelligent human habitat with longevity and high human capabilities. Convergence of bio-Nano-info technologies could lead to the development of Nano robots which when injected into a patient will diagnose and deliver treatment exclusively in the affected area. Convergence of ICT, aerospace and Nano technologies would revolutionize the aerospace industry and electronics, leading to Nano computing systems.

Imagine an India in which elementary school enrolment (I-VIII) and adult literacy are approaching 100%, school drop out rates are near zero, all children who are not going on for higher academic studies receive vocational training, and computer literacy is almost up to the standard of Western nations. Imagine a country in which nearly all citizens have access to all forms of print and electronic communication media-television, telephone, the Internet.

Compare that with India as it is today, with only 64% of its people meeting even the most minimum standard of literacy, where 59% of students never complete 5th standard, where secondary enrolment is 58% but of those that enroll 54% (68% of the total age group) never complete 8th standard, where only a small percentage of youth receive vocational training before entering the workforce, and where probably less than 1% of the working age population is computer literate.

Imagine India as a workforce able to meet the entire world's shortage of technical and professional graduates. Imagine companies and universities from around the world gravitating to India as the premier scientific and technological research and development environment. and Surely as a minimum, this India would enjoy a per capita income three to four times higher, perhaps ten times higher, than the country does today. This India of our imagination is merely a dream today, but it can become a reality within the next two decades, provided the nation's intellectual, political and business

leaders have the vision to perceive the country's enormous untapped human potentials and make a full and determined commitment to fully develop those potentials. Knowledge is the key to realizing this vision of India in 2020.

Knowledge Dissemination through Media :

Knowledge dissemination mainly extended through various formal channels beside this different informal channel also play important role to disseminate knowledge among mass of the country. The number of publications and growth of readership in India is expanding rapidly, as shown below:

Table 1. Indian Newspapers & Journals

Year	Publications	Circulation	Circulation/1000
1987	24629	57 million	71
1997	41705	89 million	91

Source : Data in this table is from the FAO web database for 1999

With in ten years the Indian newspaper industry has expanded enormously as the population has expanded and literacy rates have risen. India currently publishes 4719 daily newspapers with a total circulation of 40 million. But , the percentage of the Indian population reading newspapers remains relatively low. Internet is another important media to dissemination amount remote population .Here a table 2 is represented accessibility of internet connection among India in contrast some other country.

Table 2. Internet Penetration (1999)

Country	Netizens	% of Households
India	2 million	2.5%
China	10 million	1.7%
Japan	20 million	30.0%
Taiwan	4 million	35.0%
USA	80 million	50.0%

Source: Data in this table is from the FAO web database for 1999

The following table projects the growth of India's IT infrastructure over the next eight years. Cable TV is included in this list because it will become a important means of delivering internet access to households.

Table 3. India's IT Infrastructure (Data in this table is from the FAO web database for 1999)

	2000	2008
PCs	4.3 million	20 million
Internet subscribers	1.0 million	35 million
Internet users	3.7 million	100 million
Cable TV subscribers	37.0 million	70 million

The Internet is the fastest growing media channel in India and around the globe. Currently 2.5% of Indian households are connected to the web compared with 30% in Japan and over 50% in USA. According to a study by Price Waterhouse Coopers, the number of internet current users will rise to more than 25 million by 2005, representing a 50% annual growth rate. Another study project that by the end of 2008, 100 million Indian will have access to the Internet, of which 25% will be serious

users. India is also investing in IT infrastructure to support rapid growth in this field. Over 200 Indian cities and towns have internet access. Seven private international gateways were operational by the end of 2000 and at least 12 are expected to be operational during 2001. It is projected that between 2000 and 2008 the number of PCs in the country will increase five-fold from the current base of 5 million. Garry Jacobs & Asokan, Tany (2003).

These various measures indicate that the Knowledge Gap in India is indeed very great and very great will be the benefits of implementing strategies to close that gap. The measures also reveal that India has a substantial media infrastructure that is not being effectively utilized for knowledge dissemination. Whereas knowledge is only one input to the development process, but it is an absolutely essential one. Without adequate knowledge all the other essential inputs-land, infrastructure, factories, capital, technology, administrative and social organization-cannot yield full results. Enhancing knowledge generation and dissemination is the fastest, most cost-effective means of increasing the productivity of all these other resources and accelerating national development.

In formulating a realistic, achievable vision of India in 2020, we need to take into account both the magnitude of the challenges the country faces and the magnitude of the opportunities afforded by the still nascent revolution in knowledge. As the evidence indicates, the nation's knowledge gap is widening and this trend will not be arrested by incremental changes in strategy or implementation. It will require bold, innovative initiatives to formulate and experiment with new models suited to the new context. The primary incentive for bold initiatives is not the pressure of physical circumstances, since India today is more prosperous and comfortable than at any time since independence. It is rather the recognition that it is possible within a short period of time to bridge the great developmental distance that presently separates this country from other nations that were not more advanced than India was just a few decades ago and now stand out among the most developed nations of the world.

Development depends on four knowledge processes :

- Knowledge generation and acquisition through scientific discovery, R & D and transfer of technology.
- Knowledge adaptation through innovation to particular fields, needs and operating environments.
- Knowledge dissemination through formal and informal channels from knowledge developers and adapters to those responsible for applying the knowledge in society.
- Knowledge application through skilled action in fields, factories, classrooms, hospitals and every other field of activity to achieve practical results.

Library play as Creating, Dissemination and Preserver of the Digital Knowledge :

Library as a social institute performs social function in making knowledge publicly available to all citizen of the country. They serve as a local centers of information and learning and local gateways to national and global knowledge.

What is Digitization of Knowledge ?

Information and Communication Technologies (ICTs) are enabling the global audience to share knowledge and ideas with one another by the click of a button and also create digital revolution has altered the way societies function at the global, local and personal level. In this revolution, certain changes in information filed, especially in relation to collection, storing, processing and transmitting

of information.

Digitization :

Wikipedia defines digitization as [...] the representation of an object , image, sound, document or a signal (usually an analog signal) by a discrete set of its points or samples. The result is called digital representation or more specifically, a digital image, for the object, and digital form for the signal.

Digital Library :

As according to Singh, Yogendra (2004) digital library are organizations that provides the resources, including the specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities.

Steps towards the Digitization in a Library :

- a) Availability of resources- staff, equipment, collection, software etc. In the collection part there are two types one has to be digitized and other born digital. First step of planning is considering the resources available in the library.
- b) Resource limits- which collection of the library becomes the digital content is also an important step to consider. The limits will factor in the overall plan and strategy as the whole development of digital library depends upon the content.
- c) Market- the market for the library services have to be determined. The primary aim of the digital library will be expected to continue to serve the users.
- d) Products-The various products library could provide depends on the requirements of the users and in the planning part it must be compared to the requirement and needs of the users, certain user requirements models have to be designed and the library products aimed to those models to meet the needs of the Clientele.
- e) Access- For the user point of view, to make the digital library useful. Access to the products and resources of digital library is most important task to be taken into consideration. Digitization of resources is one part an access to these resources is the another part of the planning. Both together both make digital library fruitful.

National Knowledge Commission of India :

To make the best of these opportunities to underpin national progress, and to respond to global challenges more strongly than ever before, India needs a knowledge- oriented paradigm of development to gives its people and institutions a competitive advantage in all field of knowledge. The challenges of realizing this is daunting, but the potential is tremendous. It is with this broad task in mind that the National Knowledge Commission (NKC) was constituted in 2005 as a high level advisory body to the Prime Minister of India with a mandate to guide policy and generate reforms. The Commission is reportedly the world's first body of its kind. On 13th June 2005, the Prime Minister of India, Dr. Manmohan Singh, constituted the National Knowledge Commission, as a think-tank charged with considering possible policy that might sharpen India's comparative advantage in the knowledge-intensive service sectors. The NKC website was launched in February 2006.

The Commission's overarching aim is to transform India into a vibrant knowledge based society. Increased participation and a more equitable access to knowledge across all sections of society are of vital importance in achieving these goals.

For this, the Commission seeks to develop appropriate institutional frameworks to strengthen the education system, promote domestic research and innovation and facilitate knowledge application in sectors like health, education, agriculture, water and energy and industry. It also aims to leverage information and communication technologies to enhance governance and connectivity.

Its prime focus is on five key areas of the knowledge paradigm- access to knowledge, knowledge-concepts, knowledge- creation, knowledge- application and development of better knowledge services.

A key task in this initiative is to open door to knowledge, skills, imagination and ideas presently and potentially available or accessible to the people. The libraries of India stand as a rich repository and resource. It is thus a central objective of the National Knowledge Commission to examine the present standards and services of libraries public, private, institutional and specialized and other information centers and resources to create mechanisms and institutions that will serve the people. The goal is to transform libraries from guarded store house of publications into open stock piles of knowledge.

In establishing the Commission in 2005 the world's first such body / entity – India seized the challenge of making access to knowledge a reality for all. Implicit in this assignment is the opening up of knowledge resources and institutions, and improvement of access and dissemination.

The Commission thus took it as one of its first initiatives to review library services, and to examine the present standard of public, private, institutional and specialized libraries and other information center and resources, in order to formulate and create mechanisms and institutions that evily serve the people. The Commission set up a Working Group on Libraries to initiate objective review of current services and standards and to recommend the changes India needs. A honest review of how libraries now function has highlighted the need for changes in the mindsets of those who own, manage and operate libraries, starting with their perceptions of their responsibilities. The Commission's integrated approach to its initiation of working groups and consultative enquiry on language, translation literacy, open education and information and knowledge networking all of which can connect to the gateways that the opening up of libraries can yield. The commission has already submitted recommendation on language and translation, to enrich and enhance the availability of knowledge.

Terms of Reference of the Working Group on Libraries :

The working groups on libraries has carried out a process of consultative review, analysis and recommendation under nine priorities.

1. To redefine the objectives of the county's Library and Information Services sector.
2. To identify constraints, problems and challenges relating to the sector.
3. To recommend changes and reforms to address the problems and challenges to ensure a holistic development of information services in all areas of national activity.
4. To take necessary steps to mobilize and upgrade the existing library and information systems and services, taking advantage of the latest advances in Information Communication technology (ICT).

5. To explore possibilities for innovation and initiate new programmer relevant to our national needs, especially to bridge the gap between the information rich and the information poor within society;
6. To suggest means of raising standards and promoting excellence in library and Information Science education including re-orientation and training of working professionals;
7. to assist in setting p facilities to preserve and give access to indigenous knowledge and the nation's cultural heritages.
8. To set up adequate mechanisms to monitor activities for securing the benefits of acquisition and application of knowledge for the people of India.
9. To examine any other issues that may be relevant in this context.

The Working Group undertook in information search, review and examination of library standards, services and potential through a range of consultations visits and correspondence.

Recommendations :

In order to reach the goal of creating a knowledge society, the majority of the people of India must be helped to overcome "Information poverty". It is critical that the Library and Information Services sector is given the necessary filling to ensure that people from all walks of life and all parts of India have easy access to knowledge relevant to their needs and aspirations.

In this new situation, libraries in India need to make a paradigm shift from their present strategy of collection or acquisition of knowledge to a strategy of knowledge access. Libraries and Librarians have to recognize their social functions and their critical role in creating a knowledge society. The library and Information sector is committed to support the creation of a knowledge society by providing equitable, high quality, cost- effective access to information and knowledge resources and services to meet the informational, educational, recreational and cultural needs of the community through a range of national, institutional and public libraries.

The commission has therefore made the following recommendations to ensure sustained attention to development of libraries.

1. Set up a National Mission on Libraries :

There is need of a permanent, independent and financially autonomous statutory body to address the entire library related concerns and measures that require attention if the information and learning needs of the citizens of India are to be met. To launch the process in a mission mode, the Central Government should set up a National Mission on libraries immediately, for a period of three years. This Mission should subsequently be converted into a permanent National Mission. The role of the proposed National Mission..

- a) To develop libraries and information services.
- b) To advise the government on libraries and information sector.
- c) To set standards for collection, services and technical processing.
- d) To encourage public-private participation.
- e) To interact with State Governments.
- f) To conserve the cultural heritage.
- g) To review and assess the education and in-service training needs of the sector.

- h) To support R & D and technological development.
- i) To ensure access to all publications, including government and institutional public documents.
- j) To set up a system for monitoring the working of public libraries.

The Mission and later that National Mission, should be headed by a person of eminence and high public credibility, with demonstrated interest in and knowledge of libraries.

2. Prepare a National Census of all Libraries :

A national census of all libraries should be prepared by undertaking a nation wide survey. Collection of census data on libraries would provide baselines data for planning. The Task Force that has been set up by the Department of Culture for this purpose should be given financial and administrative support to implement this activity and complete the survey on a priority basis(within one year). Survey of user needs and reading habits should be periodic at the national level as part of the National Sample Survey.

3. Revamp Library and Information Science Education, Training and Research Facilities :

The proposed Mission on Libraries must assess as soon as possible the manpower requirements of the country in the area of library and Information Science management, and take necessary steps to meet the country's requirement through Library and Information Science education and training. To keep the sector abreast of latest developments, necessary encouragement should be given to research after evaluating the research status in this field. Establishing a well equipped institute for advanced training and research in library and information science and services would provide the necessary impetus to this task.

4. Re-assess Staffing Libraries :

In the changed context, it is necessary to assess the manpower requirements for different types of libraries and departments of library and information sciences keeping in mind job descriptions, qualifications designations, pay scales, career advancement and service conditions.

5. Set up a Central Library Fund :

A specified percentage of the Central and State education budgets must be earmarked for libraries. In addition, a central library Fund should be instituted for upgrading existing libraries over a period of three to five years. Initial funding from the Government sector may be Rs.1,000 cores, which may be matched by the private sector through corporate philanthropy. This fund should be administered by the National Mission on Libraries.

6. Modernize Library Management :

Libraries should be so organized and staff so trained that they become relevant to user communities (including special group) in every respect. Also to optimize resources efforts should be made to synergize the strengths of different types of libraries through innovative collaboration. A proposed outline for this modernization includes a model library charter, a list of services to be performed by libraries, and proposals for a library network and a National Repository for

Bibliographic Records.

7. Encourage Greater Community Participation in Library Management :

It is necessary to involve different stakeholders and user groups in the managerial decision-making process of libraries. Public libraries must be run by local self-government through committees representing users of the library. These committees should ensure local community involvement and should be autonomous enough to take independent decision to conduct cultural and educational community based programs. Libraries should integrate will all other knowledge based activities in local area to develop a community based information system.

8. Promote Information Communication Technology (ICT) Applications in All Libraries :

The catalogues of all libraries should be put on local, state and national web sites, with necessary linkages. This will enable networking of different types of libraries and setting up of a National Repository of Bibliographic Records and a centralized collaborative virtual enquiry handling system using the latest ICT. The use of open standards and free and open source software are also recommended.

9. Facilitate Donation and Maintenance of Private Collection :

There is a need to create a decentralized model for identification of personal collection. The proposed National Mission may set up a Committee on Private and personal collections under the chairpersonship of an eminent scholar.

10. Encourage Public and Private Partnerships in Development of Library and Information Services :

Philanthropic organizations, industrial houses and other private agencies should be encouraged through fiscal incentives to support existing libraries or set up new libraries.

Conclusion :

From the above discussion it is stated that India within 2020 becoming a knowledge society with all round growth in sectors of the economy like agriculture, manufacturing and services. Today India has an opportunity to take the leadership in knowledge revolution.

The knowledge revolution creates new knowledge innovation, application and at the same time dissemination of knowledge among all section of the society.

The nations have a great responsibility for knowledge dissemination among mass of the country and also all over the globe. This possible when all types of nascent knowledge and information disseminated among every corner of the society, .Dissemination of knowledge, from where the responsibility of Library and Information center started. Electronic form of knowledge through networking environment is essential for circulation knowledge, application of knowledge. To create a helpful circumstances a constructive infrastructure essential. In India National Knowledge Mission, it is the first types of these types of advisory body. The NKC create a working group by expert members who survey the practical condition and suggested ten valuable recommendations for development more advance infrastructure. NKC should focus on forth front to a country, Knowledge as tools to social and economic development. The social and economic transmission depends on knowledge;

only provide the foundation of an inclusive society. The central objects are to improve the well being of people. It provides all areas of knowledge creation, development and dissemination.

The access of knowledge allows a equal opportunities of every citizen, that is access to knowledge through translation service in library and information center.

NKC, organized series of workshops people from different areas like industry, research ground having different ideologies, came under one roof to solution to proved extremely useful basic problem of different areas. Discussing the recommendation it is stated that such types of suggestion are too much valuable for developing country like India. So it is conclude that developing nation of course getting steps towards the knowledge society.

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CO-OPERATIVE LEARNING FOR ADULT LEARNERS

Dr. Ajay Kumar Attri

**Assistant Professor (Education), ICDEOL, Himachal Pradesh University,
Summerhill, Shimla, Himachal Pradesh, Email : sivattri@yahoo.co.in**

Abstract

This research article deals with concept, components, types of co-operative learning and also deals with usefulness of co-operative learning for adult learners. This reflects that co-operative learning has both general and specific definitions. It also highlights positive interdependence, individual and group accountability, pro-motive interaction, group processing, interpersonal and small group skills as essential components of co-operative learning. This article includes three types of co-operative learning as: formal, informal and co-operative base groups. It also considers difference in pedagogy and andragogy and concluded that through co-operative learning adult can enhance their knowledge and skills in shorter time; they can realize their objectives more readily and thoroughly through co-operative learning.

Key Words : *Co-operative learning, Interdependence, group Accountability, Pro-motive interaction, Group processing, Skills, Adult learners.*

Introduction

Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group. How students interact with each other is a neglected aspect of instruction. Much training time is devoted to helps teachers in arranging appropriate interactions between students and materials (i.e., textbooks, curriculum programmes) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have. Cooperative learning is a natural for the adult education classroom (Thistlethwaite, 1994). After all, group problem-solving is how adults handle most real-world problems. Cooperative learning also mirrors how adult education teachers themselves learn. Being able to work cooperatively contributes to an individual's success as a member of the workforce.

Cooperative Learning is an instructional technique used in a small group setting that allows students to work together to reinforce their own learning and each other's learning. Successful cooperative learning creates simultaneous interaction between students, fosters positive interdependence between students and demands individual accountability for all. Cooperative Learning has many positive outcomes. Academic gains increase, especially but not exclusively for low achieving students. The improved interpersonal relationship among students' increases retention and the improved social and affective development enhances interview skills, job performance, and

family relationships. Cooperative Learning, in conjunction with other teaching techniques, can create the interesting and nurturing environment necessary for adult learners' success in the classroom. Dewey (1938) said that one of the philosophies of education is not to learn merely to acquire information but rather to bring that learning to bear upon our everyday actions and behaviors. Consistent with this goal, co-operative learning in the classroom should prepare learners for the kind of team work and critical interchange that they will need to be effective participants in their communities and workplaces in the future.

Concept of Co-Operative Learning

Cooperative learning is an instructional strategy in which students are placed in heterogeneous groups. In my opinion, cooperative learning is one of the best researched educational innovations of the last two decades. When implemented properly, it can have dramatic effects on student achievement. Cooperative learning is a technique of learning that many perceive as being preferred over competitive situations. The concept is that of divided we fall, united we stand (Johnson, Johnson, & Smith, 1991). Colleges and universities, along with other adult educational establishments, need to encourage a change from the concept that learning is an individualistic and competitive endeavor. By learning together, students will learn more in a shorter amount of time while developing social skills and teamwork, two team-building talents that will make them successful later in life. Cooperative learning is an educational idea that is rather old. Cooperative education is important in terms of dealing with higher levels of learning, and in particular, adult education. Cooperative education is a learning style useful for every level of education from kindergarten through graduate studies. It is however, of particular importance regarding adult learning. Adult learning and cooperative education are two terms or "catchwords" in use lately in the field of education. Educators refer to adult education in context of graduate education, continuing education, on-the-job training, and in other ways which may or may not incorporate cooperative learning techniques.

Cooperative learning has both a general and a specific definition. Generally, any venture where people are sharing the learning experience in some manner is a cooperative venture. Johnson and Johnson (1991) have more specifically defined cooperative learning to include four necessary components: face-to-face interaction, positive goal interdependence, individual accountability, and demonstration of interpersonal and small group skills.

Components of Co-Operative Learning

The first and most important component is positive interdependence. The idea of positive interdependence comes more easily to older students who are less competitive by nature. They have already made their way through the business or real worlds. They are established and are goal-oriented through teamwork rather than individual accomplishment. Teachers must give a clear task and a group goal so students believe they sink or swim together. Positive interdependence exists when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. If one fails, all fail. Group members realize, therefore, that each person's efforts benefit not only him- or herself, but all other group members as well. Positive interdependence creates a commitment to other people's success as well as one's own and is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation. By this method, they will come to

depend on and trust one another. In so doing, they lighten their individual workloads.

The second essential component of cooperative learning is individual and group accountability. The group must be accountable for achieving its goals. Each member must be accountable for contributing his or her share of the work (which ensures that no one hitch-hikes on the work of others). The group has to be clear about its goals and be able to measure (a) its progress in achieving them and (b) the individual efforts of each of its members. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in completing the assignment. Each student's performance is assessed and known to the other members of the group. With adults, particularly those who have been out in the work force and are returning to an educational setting on their own, performance is typically not an issue. These students tend to get the job done on their own. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently perform higher as individuals.

The third essential component of cooperative learning is pro-motive interaction, preferably face-to-face. Pro-motive interaction occurs when members share resources and help, support, encourage, and praise each other's efforts to learn. Cooperative learning groups are both an academic support system (every student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning. It is through promoting each other's learning face-to-face that members become personally committed to each other as well as to their mutual goals. This is the idea, particularly when dealing with adult students, that there is strength through unity. By helping each other, rather than competing against one another, students will be able to study more material quickly and more thoroughly.

The fourth essential element of cooperative learning is teaching students the required interpersonal and small group skills. In cooperative learning groups students are required to learn academic subject matter (task work) and also to teach the interpersonal and small group skills required to function as part of a group (teamwork). Cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in task work and teamwork. Group members must know how to provide effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills. Teachers have to teach teamwork skills just as purposefully and precisely as teachers do academic skills. Since cooperation and conflict are inherently related, the procedures and skills for managing conflicts constructively are especially important for the long-term success of learning groups. Procedures and strategies for teaching students social skills may be found in Johnson (2009) and Johnson and F. Johnson (2009). These are the skills that are necessary for students to be effective leaders and followers (depending on the situation) in the accomplishment of any goal. In other words, it is the ability for individuals to get along, to be able to work together.

The fifth essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective

working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Throughout the period of learning, the student group maintains its identity as a lot and continues to develop and use the social skills necessary for further growth. Continuous improvement of the process of learning results from the careful analysis of how members are working together. These five components are essential to all cooperative systems, no matter what their size.

Types of Co-Operative Learning

Formal Cooperative Learning :

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson, Johnson, & Holubec, 2008). In formal cooperative learning groups the teachers' role includes :

1. Making pre-instructional decisions. Teachers (a) formulate both academic and social skills objectives, (b) decide on the size of groups, (c) choose a method for assigning students to groups, (d) decide which roles to assign group members, (e) arrange the room, and (f) arrange the materials students need to complete the assignment. In these pre-instructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The arrangement of the room can create environmental interdependence and provide the teacher with easy access to observe each group, which increases individual accountability and provides data for group processing.
2. Explaining the instructional task and cooperative structure. Teachers (a) explain the academic assignment to students, (b) explain the criteria for success, (c) structure positive interdependence, (d) structure individual accountability, (e) explain the behaviors (i.e., social skills) students are expected to use, and (f) emphasize intergroup cooperation (this eliminates the possibility of competition among students and extends positive goal interdependence to the class as a whole). Teachers may also teach the concepts and strategies required to complete the assignment. By explaining the social skills emphasized in the lesson, teachers operationalize (a) the social skill objectives of the lesson and (b) the interaction patterns (such as oral rehearsal and jointly building conceptual frameworks) teachers wish to create.
3. Monitoring students' learning and intervening to provide assistance in completing the task successfully or using the targeted interpersonal and group skills effectively. While conducting the lesson, teachers monitor each learning group and intervene when needed to improve task work and teamwork. Monitoring the learning groups creates individual accountability; whenever a teacher observes a group, members tend to feel accountable to be constructive members. In addition, teachers collect specific data on pro-motive interaction, the use of targeted social skills, and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing.
4. Assessing students' learning and helping students process how well their groups functioned. Teachers (a) bring closure to the lesson, (b) assess and evaluate the quality and quantity of student achievement, (c) ensure students carefully discuss how effectively they worked together (i.e., process the effectiveness of their learning groups), (d) have students make a plan for improvement,

and (e) have students celebrate the hard work of group members. The assessment of student achievement highlights individual and group accountability (i.e., how well each student performed) and indicates whether the group achieved its goals (i.e., focusing on positive goal interdependence). The group celebration is a form of reward interdependence. The feedback received during group processing is aimed at improving the use of social skills and is a form of individual accountability. Discussing the processes the group used to function, furthermore, emphasizes the continuous improvement of pro-motive interaction and the patterns of interaction need to maximize student learning and retention.

Informal Cooperative Learning :

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and pre-cue the next session, and provide closure to an instructional session. The teacher's role for using informal cooperative learning to keep students more actively engaged intellectually entails having focused discussions before and after the lesson (i.e., bookends) and interspersing pair discussions throughout the lesson. Two important aspects of using informal cooperative learning groups are to (a) make the task and the instructions explicit and precise and (b) require the groups to produce a specific product (such as a written answer). The procedure is as follows.

1. **Introductory Focused Discussion:** Teachers assign students to pairs or triads and explain (a) the task of answering the questions in a four to five minute time period and (b) the positive goal interdependence of reaching consensus. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and establishing expectations about what the lecture will cover. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required.
2. **Intermittent Focused Discussions:** Teachers divide the lecture into 10 to 15 minute segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question (specific enough so that students can answer it in about three minutes) that requires students to cognitively process the material just presented. The procedure is:
 - a. Each student formulates his or her answer.
 - b. Students share their answer with their partner.
 - c. Students listen carefully to their partner's answer.
 - d. The pairs create a new answer that is superior to each member's initial formulation by integrating the two answers, building on each other's thoughts, and synthesizing.

The question may require students to:

 - a. Summarize the material just presented.
 - b. Give a reaction to the theory, concepts, or information presented.

- c. Predict what is going to be presented next; hypothesize.
- d. Solve a problem.
- e. Relate material to past learning and integrate it into conceptual frameworks.
- f. Resolve conceptual conflict created by presentation.

Teachers should ensure that students are seeking to reach an agreement on the answers to the questions (i.e., ensure positive goal interdependence is established), not just share their ideas with each other. Randomly choose two or three students to give 30 second summaries of their discussions. Such individual accountability ensures that the pairs take the tasks seriously and check each other to ensure that both are prepared to answer. Periodically, the teacher should structure a discussion of how effectively the pairs are working together (i.e., group processing). Group celebrations add reward interdependence to the pairs.

3. Closure Focused Discussion: Teachers give students an ending discussion task lasting four to five minutes. The task requires students to summarize what they have learned from the lecture and integrate it into existing conceptual frameworks. The task may also point students toward what the homework will cover or what will be presented in the next class session. This provides closure to the lecture.

Informal cooperative learning ensures students are actively involved in understanding what is being presented. It also provides time for teachers to move around the class listening to what students are saying. Listening to student discussions can give instructors direction and insight into how well students understand the concepts and material being as well as increase the individual accountability of participating in the discussions.

Cooperative Base Groups

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 2008). Members' primary responsibilities are to (a) ensure all members are making good academic progress (i.e., positive goal interdependence) (b) hold each other accountable for striving to learn (i.e., individual accountability), and (c) provide each other with support, encouragement, and assistance in completing assignments (i.e., pro-motive interaction). In order to ensure the base groups function effectively, periodically teachers should teach needed social skills and have the groups' process how effectively they are functioning. Typically, cooperative base groups are heterogeneous in membership (especially in terms of achievement motivation and task orientation), meet regularly (for example, daily or biweekly), and last for the duration of the class (a semester or year) or preferably for several years. The agenda of the base group can include academic support tasks (such as ensuring all members have completed their homework and understand it or editing each other's essays), personal support tasks (such as getting to know each other and helping each other solve nonacademic problems), routine tasks (such as taking attendance), and assessment tasks (such as checking each other's understanding of the answers to test questions when the test is first taken individually and then retaken in the base group).

The teacher's role in using cooperative base groups is to (a) form heterogeneous groups of four (or three), (b) schedule a time when they will regularly meet (such as beginning and end of each class session or the beginning and end of each week), (c) create specific agendas with concrete tasks that

provide a routine for base groups to follow when they meet, (d) ensure the five basic elements of effective cooperative groups are implemented, and (e) have students periodically process the effectiveness of their base groups. The longer a cooperative group exists, the more caring their relationships will tend to be, the greater the social support they will provide for each other, the more committed they will be to each other's success, and the more influence members will have over each other. Permanent cooperative base groups provide the arena in which caring and committed relationships can be created that provide the social support needed to improve attendance, personalize the educational experience, increase achievement, and improve the quality of school life.

These three types of cooperative learning may be used together (Johnson, Johnson, & Holubec, 2008). A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.

Why Co-Operative Learning for Adult Learners ?

One main difference between philosophies of pedagogy and andragogy is that in the former, learning is forced upon young learners. In the later, older learners are deciding what they would like to learn and therefore, are self-directed in attaining their own educational goals. While children's minds are comparable to blank hard drives in a computer, an adult's disk space may be limited or compromised by other factors. These concerns may include professional employment, bills, spousal concerns, and children's needs for attention. According to Knowles (1980), young adults (18 to 30 years of age) are concerned with establishing themselves in their careers and starting families. Regarding personal development, he points out this group is working to improve their writing abilities, reading comprehension, and speaking skills. They are also working toward continuing their general education.

Unlike children in various learning situations in school systems throughout the nation, adults typically hold fairly well-developed ideas as to what they believe they know, what they have actually learned, and the knowledge they must or desire to acquire. Another major difference between adults and children is their direction and motivation. "When adults teach and learn in one another's company, they find themselves engaging in a challenging, passionate, and creative activity." (Brookfield, 1986.) This engagement in creative activity alone, if you will, is motivation powerful enough to compel adults to seek a higher level of learning. The educational interests and goals of the middle-aged adult (to age 65) include improving job skills, changing careers, and learning leadership techniques. Older adults are accomplishing their educational goals while engaged in helping teenagers grow into adulthood and supporting aging parents (Knowles, 1980). For both the young adult and those in middle age, there are obstacles to overcome in returning to the classroom or starting another training or learning endeavor.

Karp (1998) noted that "adults are voluntary, practical learners who pursue education for its use to them." The adult student has determined there is a need to learn something about a particular subject or has come to the decision that he or she wants to pursue more knowledge on their own. When using cooperative/collaborative learning in the adult education setting, special concerns must be addressed. Often times in schools settings, an entire classroom will be divided into cooperative learning groups

with groups working on similar tasks. In adult education classrooms, learners frequently are not working on the same general task; therefore, there is no necessity for everyone being in a cooperative learning group at the same time. Only a part of the class may be working in a small group format. The social skills aspect of cooperative learning is very important in the adult education setting. A teacher cannot assume that just because the learners are adults that they will know how to work together. Group members need to learn how to listen to one another, how to share information, how to take turns, how to be considerate, how to use positive words of praise, how to disagree with an opinion or an issue rather than with the person expressing the idea, how to encourage all to participate, how to compromise to reach an agreement, how to evaluate the group's efforts, and how to evaluate one's personal contributions to the group. Both teachers and students must be aware that opinions about and reactions to group learning may be culture-specific.

By use of cooperative learning techniques, by eliminating the competition and working together, students can learn the vast quantity of information required of their training programs and professions. As pointed out by Johnson, et al. (1991), "More efficient and effective exchange and processing of information take place in cooperative than in competitive or individualistic situations. When students work co-operatively rather than on their own, they tend to acquire more information from one another. They are less prejudicial and have more open attitudes towards others. Students communicate their ideas more effectively and are more open to others' opinions and ideas. The final two attributes cited in the 1991 study is that students are more confident in expressing their own ideas and they use the information they have gained from others.

Through concepts of cooperative learning, adults can enhance their knowledge and skills in a shorter time than while working individually. By sharing their workload and disseminating information more quickly, adult students may realize their goals more readily and thoroughly (Johnson, et al. 1991). According to Knowles (1990), adult learning is "a process of active inquiry, not passive reception." In other words, adults are going to seek out the knowledge they need or in which they have an interest. They can be demanding and know what they should be getting for their educational dollar, whether they or their company are paying the tuition bill. Many approach additional education or training with a sense of excitement while others might experience anxiety or dread.

Conclusion

Cooperative learning is a method of instruction that allows students to attain goals beneficial not only to themselves but also to others within their particular group. In accomplishing the end goal in any course of study, by working together students can learn and comprehend more in a relatively shorter time. Essentially, this is the concept of working together we succeed, divided we fail. The bottom line is that cooperative learning is the concept of teamwork applied within a practical educational setting. It also brings forth the idea that in order to accomplish a set of goals, by depending on and working with others, students will attain their goals much more quickly and effectively than by working alone. The five basic elements that must be included within the context of cooperative learning are: positive interdependence, face-to-face interaction, individual accountability, development of social skills, and group processing.

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PERFORMANCE STRUCTURE OF JUNIOR NATIONAL LEVEL MALE KHO-KHO PLAYERS

Anirban Misra & Suparna Paul

Research Scholars, Department of Physical Education, Jadavpur University

Dr. Sudip Sundar Das

Associate Professor, Department of Physical Education Jadavpur University

Abstract

Performance structures is the multi-facet structure of performance of a sport. Knowledge of performance structure helps to teach and coach for better performance. The purpose of the present study was to analyze the performance structure of junior National level male Kho-Kho players. Thirty male junior national level kho-kho players within the age group of 17-19 years were chosen from different areas of west Bengal as subjects for the present study. Performance structure was analysed by assessing anthropometric profile, motor fitness profile, physiological & psychological profile of the subjects. Anthropometric profile was analysed considering age, height, weight, leg & arm length. Motor fitness was assessed by measuring sprinting speed, agility, flexibility, balance, Leg explosive strength and basic endurance. Physiological profile was studied by measuring resting heart rate & blood pressure. Psychological profile was studied by measuring 16 personality factors using Cattell 16PF Questionnaire. Results revealed that the male Kho-Kho players were shorts statured but high fitness profile individuals.

Key Words : *Performance structure, Anthropometric profile, Personality factors.*

Introduction

Performance Structure as a Concept :

Performance structure as a concept. Performance structure is an important concept to indicate the makeup of performance it is understood that sports performance is a complex output and it depends on large number of factors. Analysis of performance structure reveals the basic components of performance and the way in which they are put together to make the total structure of performance.

The performance structure of different game & sports are different through they are may be some element of commonness. To understand performance structure is of primary important for the student of M. P. Ed & sports science for bringing about high level performance in games & sports. Mechanics of performance structure depends on following factors these are :

- a) Endogenic factors like body structure, height and weight,
- b) Physical and motor fitness,
- c) Technique of the sport,
- d) Tactics and strategies of the sport,
- e) Material condition like ground condition, equipment,
- f) External factors like climate, spectators, opponent, official,

g) Intelligence, knowledge and personality of the sportsman.

- a) **Endogenic factors** : Endogenic means the factors which are gifted with birth. It is inherent components of an individual. In this the body type of an individual like endomorph , mesomorph , ectomorph . Endomorph means flabby body & mesomorph means muscular body and ectomorph means lean body .
- b) **Fitness** : Fitness was commonly defined as the capacity to carry out the day's activities without undue fatigue. However ,as automation increased leisure time , changing in lifestyles following the industrial revolution rendered this definition . In current context physical fitness is considered a measure of the body,s ability to function efficiency and effective in work and leisure activities to be healthy to resist hypokinetic diseases and to meet emergency situations .
- c) **Technique of sports**: A technique is a procedure used to accomplish a specific activity or task. The manner and ability with which an artist, writer, dancer, athlet or the like emplys the technical skills of a particular art or field of endeavour.
- d) **Tactics and Strategy of sports** :
- e) **Material condition like ground condition, equipment** :
- f) **External factors like climate, spectators, opponent, official** :
- g) **Intelligence, knowledge and personality of the sportsman** :

Methodology

Different anthropometric measurements, the selected motor fitness components, selected physiological and psychological components of the subjects were the criteria for the present study. Among anthropometric measurements a) Weight b) Standing height c) Age d) Arm length & leg length were considered. For the present study selected motor fitness components viz. speed, agility, Standing Broad Jump, flexibility, static balance were considered.

Some physiological components like Heart rate, Blood pressure (systolic & diastolic) were selected for this study. Cattelet's 16 personality test were selected for psychological profile.

For collecting data the subjects were briefly inform about the purpose of the projects & requested to extend their co-operations. The age, height, weight arm & leg length, speed, agility, Standing Broad Jump, flexibility, static balance, heart rate, blood pressure, personality of each subject were done as per following procedure.

Measurement of Motor Fitness Profiles :

Speed

Procedure : 2 runners assume starting position on the starting line with the sound of the clapper they start running and cross the finishing line as fast as possible.

Agility :

Procedure : Two woodier relock placed behind one of the line. The subjects were asked to start from behind the other line. On the signal ready ! go the time keeper started the watch and subjects run towards the blocks. Pieces – up and block run back to the starting lire, placed the block behind the

starting line after placing the block behind the starting line runs back and picks up the second block to the carried back across the starting one. As soon as the runner crosses the starting line the timer stops the watch and records the time.

Standing Broad Jump :

Procedure : body weight of the subject was equally distributed on both feet, placed little apart and parallel behind the take off line. With the signal of the tester the subject flexed the knees, lowered the c.g little ahead and jumped ahead by taking off both feet following an arm swing. The subjects were motivated to jump as far as possible. Three successive trials were provided to each subject.

Balance (Stork Balance Stand Test) :

Procedure : Remove the shoes and place the hands on the hips, then position the non supporting foot against the inside knee of the supporting leg. The subject is given a minute to practice the balance. The subject raises the heel to balance on the ball of the foot. The stop watch is started as the heel is raised from the floor. The hands come off the hips. The supporting foot swivels or move (hops) in any direction. The non supporting foot loses contact with the knee. The heel of the supporting foot touched the floor.

Flexibility (Sit and Reach Test) : Measurement of Sit and Reach test (Johnson & Nelson, 1982).

Measurement of Physiological Profiles : Resting Heart rate, Blood pressure

Kho-kho Playing Ability :

The subjects were informed to assemble in the ground, then they were divided in two groups. One group was chaser and another group was runner. A game situation was created according to follow the all rules and standard norms. Two coaches were incorporated in the competition as judges. The game was started by the judges. During the competition the judges are follow detect and find act the degree of their playing ability like all skill (from beginning to advance skill). Then the judges graded that player according to their playing ability. The grading point of the game are covered 1 to 10 point scale. 1 indicate very bad and ascending number indicates their supremely and 10 indicates very good.

Measurement of Psychological Profile :

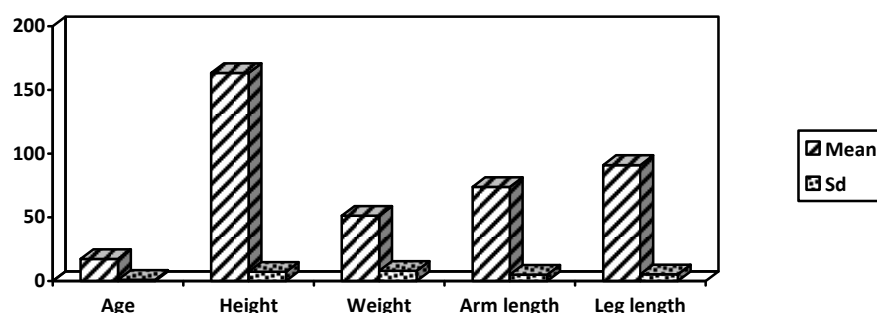
For statistical analysis standard procedures have been adapted. Mean & SD were first computed then test data were analyzed by ANOVA method (Garrett, 1973). For obtaining Co-efficient correlation, Pearson product moment method (Garrett, 1973) was adapted.

Result and Discussion

In this chapter the collected data have been presented statistical analysis of data, results of the study on the basis of the data, discussion on the results in light of available knowledge have also been included in this chapter.

Table 1. Mean and Standard Deviation of the Anthropometric Parameter of the Subjects (N = 30)

Parameter	Mean	Standard Deviation
Age (years)	17.36	1.04
Height (cm)	163.42	7.22
Weight (kg)	51.32	8.04
Arm Length (cm)	73.84	4.92
Leg Length (cm)	91.06	5.21

**Fig. 1 : Mean and SD Values of selected Anthropometric Parameters of the Subjects (N = 30)****Table 2. Correlation Coefficient between Game Performance and Anthropometric Parameters**

Parameter	Mean Value	Mean Playing Ability	Coefficient of correlation
Age (years)	17.36	64.02	-0.006
Height (cm)	163.42		-0.363*
Weight (kg)	51.32		-0.417*
Arm Length (cm)	73.84		0.091
Leg Length (cm)	91.06		0.277

*Significant at 0.05 level

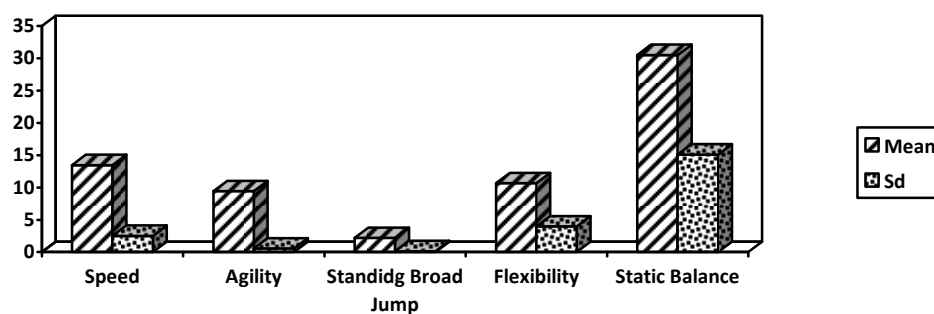
Table 3. Mean and Standard Deviation of the Motor Fitness Profile of the Subjects (N = 30)

Parameter	Mean	Standard Deviation
Speed (sec)	13.45	2.50
Agility (sec)	9.42	.55
Standing Broad Jump (meters)	2.19	.14
Flexibility (cm)	10.66	3.97
Static Balance (sec)	30.52	15.11

Table 4. Co-efficient of Correlation between Playing Ability and Motor Components

Parameter	Mean Values	Mean Playing Ability	Co-efficient of correlation
Speed (sec)	13.45	64.02	0.119
Agility (sec)	9.42		0.464*
Standing Broad Jump (meters)	2.19		-0.025
Flexibility (cm)	10.66		-0.36*
Static Balance (sec)	30.52		0.379*

*Significant at 0.05 level.

**Fig. 2: Mean and SD Values of Selected Motor Fitness Parameters of the Subjects (N = 30)****Table 5. Mean and Standard Deviation of the Physiological Profile of the Subjects (N = 30)**

Parameter	Mean	Standard Deviation
Heart Rate (Beats / min)	79.93	8.03
Systolic Blood Pressure (mm of hg)	125.53	5.91
Diastolic Blood Pressure (mm of hg)	81.47	5.17

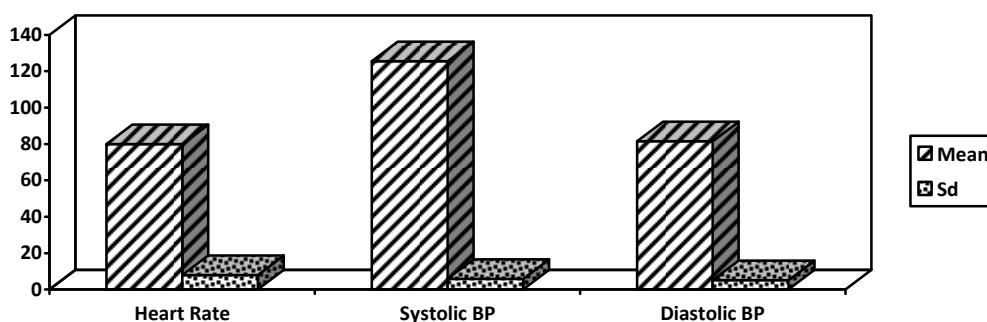
**Fig. 3: Mean and SD Values of Selected Physiological Parameters of the Subjects**

Table 6. Coefficient of Correlation between Performance Ability and the Physiological Parameters

Parameter	Mean	Mean Playing Ability	Co-efficient of Correlation
Heart Rate (Beats/min)	79.93	64.02	0.098
Systolic Blood Pressure (mm of hg)	125.53	64.02	-0.224
Diastolic Blood Pressure (mm of hg)	81.47	64.02	-0.080

Table 7. Mean and Standard Deviation of the Psychological Profile of the Subjects (N = 30)

Parameter	Mean	Standard Deviation
A	6.33	1.52
B	5.47	2.22
C	5.10	1.49
E	5.80	1.94
F	6.47	1.80
G	6.50	2.10
H	5.03	1.83
I	6.03	2.10
L	6.33	2.04
M	6.80	1.63
N	6.93	1.44
O	6.03	1.61
Q1	6.13	1.89
Q2	6.40	1.83
Q3	7.07	1.95
Q4	6.13	1.50

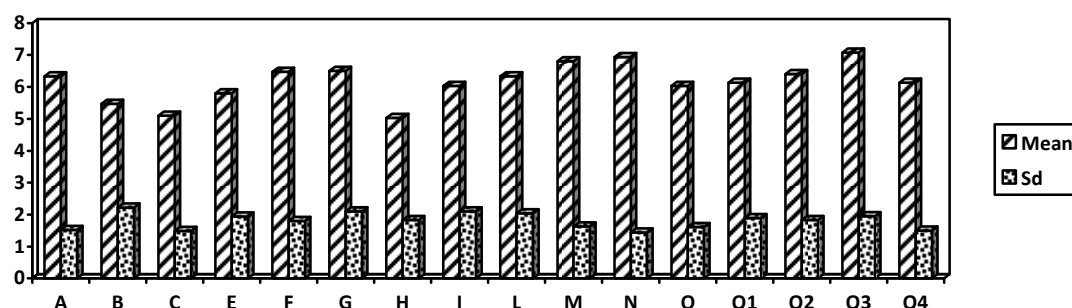
**Fig. 4 : Mean and SD Values of Selected Psychological Parameters of the Subjects**

Table 8. Coefficient of Correlation between Performance Ability and the Psychological Parameters

Parameter	Mean Value	Mean Playing Ability	Co-efficient of Correlation
A	6.33	64.02	0.364*
B	5.47		0.008
C	5.10		0.253
E	5.80		0.007
F	6.47		-0.044
G	6.50		0.40*
H	5.03		0.268
I	6.03		-0.371*
L	6.33		-0.374*
M	6.80		-0.365*
N	6.93		-0.131
O	6.03		0.368*
Q1	6.13		0.275
Q2	6.40		-0.037
Q3	7.07		0.306
Q4	6.13		-0.433

*Significant at 0.05 level

Discussion

According to results of height & weight of kho-kho players were negatively correlated with playing ability. This might be due to the fact that the performance of kho-kho demands more agility, reaction time and acceleration ability. Greater body height and weight may not help in these respects.

In motor fitness Agility has been found to be positively correlated with kho-kho playing ability. This may be due to the fact that game of kho-kho demands high degree of agility to change direction in running condition in game situation.

According to personality profile results of the study indicated a directly correlated with personality factor A, G, M, N and O. This might be due to the fact the kho-kho playing ability depends on Warmth, Rule Consciousness, Abstractedness, Privateness, Apprehension. It is further noted that the result of the study indicated that there was a correlation between playing ability and personality factor I, L, Q4 it might be due to the fact that the kho-kho playing ability needs less sensitivity, less Vigilance and less Tension.

However further research is require to re-affirm this results.

Conclusion

On the basis of result obtained, following conclusions were drawn within limitation of the study.

- Age, Height, Weight, Arm length, Leg length of kho-kho players is 17.36yrs, 163.41cm, 51.32 kg, 73.84cm, 91.06cm respectively. Comparing these values against other games of similar level of performance such as Hockey (Mean height and weight to be 169.8 cm and 63 kg) and the 100m

- &200m runners (Mean height to be 170 cm and mean weight to be 60 kg) it is concluded that Kho-Kho players are shorter in physique.
- ii) Height and Weight of the kho-kho players are negatively correlated with playing ability.
 - iii) The motor fitness of the Kho-Kho players appears to be fairly high and comparable with other sports except the flexibility.
 - iv) Flexibility is negatively correlated with playing ability. Static Balance and Agility are found to be positively correlated with playing ability of Kho-Kho.
 - v) The physiological profile as expressed by Resting Heart Rate, Systolic Blood pressure, Diastolic Blood pressure is normal.
 - vi) There is no significant correlation between playing ability physiological parameters studied in this investigation.
 - vii) In personality factors Kho-Kho players are normal in The mean value of warmth (factor-A) is 6.33, The mean value of Reasoning (factor-B) is 5.47, The mean value of Emotional Stability (factor-C) is 5.10, The mean value of Dominance(factor-E) is 5.80, The mean value of Liveliness(factor-F) is 6.47, The mean value of Rule Consciousness(factor-G) is 6.50, The mean value of Social Boldness(factor-H) is 5.03, The mean value of Sensitivity(factor-I) is 6.03, The mean value of Vigilance(factor-L) is 6.33, The mean value of Abstractedness(factor-M) is 6.80, The mean value of Privateness (factor-N) is 6.93, The mean value of Apprehension (factor-O) is 6.03, The mean value of openness to Change(factor-Q1) is 6.13, The mean value of Self Reliance (factor-Q2) is 6.40, The mean value of Perfectionism(factor-Q3) is 7.07, The mean value of Tension (Factor-Q4) is 6.13.
 - viii) Personality factors A (warmth), G (Rule Consciousness), M (Abstractedness), and O (Apprehension) are found to be positively correlated. Factors I (Sensitivity), L (Vigilance), and Q4(Tension) are found to be negatively correlated with performance ability of Kho-Kho.

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COMPARATIVE STUDY ON BODY COMPOSITION AND SKINFOLDS OF REGULAR AND NON-REGULAR SPORT PARTICIPANT UNIVERSITY STUDENTS

Anirban Misra & Suparna Paul

Research Scholars, Department of Physical Education, Jadavpur University, West Bengal

Dr. Sudip Sundar Das

Associate Professor, Department of Physical Education Jadavpur University, West Bengal

Abstract

Body composition refers of the amount of fat verses lean tissue in the body. So, each and every sport demands particular body composition for its successful performance. The purpose of this study was to compare the body composition and skinfolds between regular and non-regular Sports participant university students. For this study 31 regular Sports participants and 110 non-regular Sports participants of Kalyani University Hostel boys were selected. Darwin and Wormersley (1974) developed table was followed for estimating % of Body Fat (BF) and skinfold measure by standard guideline of Sodi (1991). Mean, SD and 't' were used for analysis the data. Findings revealed that the student of non-regular Sports participants were more fat due to due to daily inactive lifestyle and those who were regular Sports participants content lesser BF % due to daily participate in games and sports.

Key Words : Regular and non-regular Sports participant, % of Body Fat (BF), skinfolds.

Introduction

Physical Education : In most education system, Physical Education, also called physical training in many countries, though each with a very different connection it is a course –both at academic and at teacher training level –in the curriculum which utilize learning in the cognitive , affecting and psychomotor domains in any play or movement exploration setting .Both participation and study are vital to physical education.

From Plato to Sarvepalli Radhakrishnan, educationists have considered play as an instrument for child's growth. Rousseau was the greatest of votary of play as a medium of education. Today, the word "Physical" refers to body, that indicates bodily characteristics such as strength, speed ,health, co-ordination, endurance, flexibility and performance .The term "education "when used in conjunction with physical then it refers to a process of education that develops the human body especially fitness and movement skills.

Body Composition : Body composition refers to the amount of fat verses LBM. LMB includes all tissues exclusive of fat that is is muscles, bones, organs, fluids etc. Fat includes essentials as well as storage fat. The essential fat is about 3% of the total weight in case of male and 12% in case of female. Storage fat is found in adipose tissues. Adipose tissues as found subcutaneous and around organs, where it acts as a Brown fat for health and aesthetic reason. And the fat free mass in to

skeleton muscle and reminders that is lean body mass (LBM). The fluids can also be studied in terms of total body water of extra cellular water, intra cellular water, total body potassium, calcium, and sodium as so on.

Body Composition and Performance : Body composition and performance is directly related. Body composition is one of the most important factors of any sports performance. If the persons are having more LBM then they can well perform any type of activity.

According to athletes Body composition select what type of activities they performs. Those persons have greater the proportion of LBM they can well perform any type of ball games like football, basket ball, hockey etc. Those persons have LBM but more fat body mass they can well perform strength full but short duration activities like putting the shot, weight lifting, discuss through etc.

Methodology

In this chapter selection of subject, ethical consideration, variables and tests, criterion measures, testing techniques, reliability of data, statistical techniques for the analysis of data have been described.

The Subject :

Thirty one regular sports participants and 110 non-regular sports participants of Kalyani University Hostel boys were selected as the subject for the present study.

Criterion Measures

The criterion measures of this study were age, height, weight for personal data and skin folds components i.e abdomen, thigh and calf and body composition variables -%BF ,LBM and BMI.

Testing Techniques :

BMI

The BMI of the body is computed by weight in Kg divided by Height in meter square.

$$\text{BMI} = \frac{\text{Weight in Kg}}{(\text{Height in meter})^2}$$

Body Composition :

For body composition, %BF, LBM and MBI were estimated to the procedure followed by Darwin and Wormersley (1974) developed table. For estimatimating, % BF the sum of four skin folds measurers i.e Biceps' triceps sub scapular and supraliac were considered.

Results and Discussion**Table 1. Mean, SD of Age, Height and Weight of Regular and Non Regular Participants Group**

Variables	Regular Participants Group (N=31)		Non Regular Participants Group (N = 110)	
	Mean	SD	Mean	SD
Age (years)	23.71	1.22	22.93	1.49
Height (cm)	167.07	3.26	166.85	5.04
Weight (kg)	58.42	4.39	58.99	6.62

It appears from table no 1 that the mean of age, height and weight of regular and non regular participants group were 23.71 years, 22.93 years, 167.07cm, 166.85cm, 58.42kg, 58.99kg with SD of ± 1.22 , ± 1.49 , ± 3.26 , ± 5.04 , ± 4.39 , ± 6.62

Table 2. Mean, SD of BMI, %BF and LBM of regular and Non Regular Participants Group

Variables	Regular Participants Group (N = 31)		Non Regular Participants Group (N = 110)		t'-Value
	Mean	SD	Mean	SD	
BMI (Kg/m ²)	20.95	1.77	21.22	2.54	0.54
%BF	4.76	0.98	10.82	3.94	6.30*
LBM (kg)	56.66	3.82	52.67	5.19	3.99*

*Significant at 0.05 level.

From table no: 2 it represent BMI, %BF and LBM of regular and non regular participants. The mean and SD of BMI were 20.95 ± 1.77 and 21.22 ± 2.54 and t'-value 0.54 it is not Significant between two groups.

The mean and SD of %BF were 4.76 ± 0.98 and 10.82 ± 3.94 and t'-Value 6.30 which was greater than the tabulated value ($p < 0.01$ level, $df = 139$). Therefore the difference was statistically Significant. The mean and SD of LBM regular and non regular participants were 56.66 ± 3.82 and 52.76 ± 5.19 and the t'-value was 3.99 it is Significant at 0.01 levels between two groups.

Table 3. Mean, SD of Skinfold of Measurement of Regular and Non Regular Participants Group

Variables	Regular Participants Group (N = 31)		Non Regular Participants Group (N = 110)		t'-Value
	Mean	SD	Mean	SD	
Abdomen	6.08	3.90	14.40	1.81	14.87*
Thigh	6.85	0.89	8.85	3.40	3.61*
Calf	3.73	0.60	4.69	1.25	4.12*
Sum of 3 SKF	16.67	4.73	26.95	4.68	10.78*

*Significant at 0.05 level.

Table 3 represents Skinfold of regular and non regular participants university male students. The sum of skin fold regular participants' university male students was 16.67 ± 4.73 mm and for non regular participants student was 26.95 ± 4.68 mm. The comparison value of sum of skin folds of two groups was 10.78 which was greater than the tabulated value ($p < 0.05$ level, $df = 139$). Therefore the difference was statistically significant.

Conclusion

However considering the limitation of present study and on the basis of finding the following specific conclusion may be drawn.

On Body Composition :

1. The average BMI regular and non regular participants group were 20.95 and 21.22 and the two group did differ in BMI.
2. The average LBM regular and non regular participants group were 56.66 and 52.67 and the two group did differ in LBM.
3. The mean and SD of %BF were 4.76 ± 0.98 and 10.82 ± 3.94 .

From 't' test it was found the significant difference between regular participants' university male students at 0.01 level and 0.05 level was established.

In general those who were student of regular sports participants were more % of body fat due to daily inactive lifestyle and those who were regular sports participants' students were lesser % of body fat due to regular strenuous physical activity.

On Skinfolds :

1. The average Sum of three skinfolds regular and non regular participants group were 16.67 and 26.95 and the two groups did differ in skinfolds.
2. The comparison of Sum of three skinfolds of two groups was 10.98 which was greater than the tabulated value. Therefore the difference was significant.

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A STUDY ON THE RELATIONSHIP BETWEEN BODY COMPOSITION AND GAME PERFORMANCE OF WEST BENGAL KHO-KHO PLAYERS

Anirban Misra & Suparna Paul

Research Scholars, Department of Physical Education, Jadavpur University

Dr. Sudip Sundar Das

Associate Professor, Department of Physical Education Jadavpur University

Abstract

Every country has its own cultural heritage game and sports are considered as the part of cultural of a race. KHO Kho is known as a folk game. In the field of research in Physical Education and Sports, to study the relationship of human performance and body type, perhaps, is the oldest one. Although the term 'Anthropometry' was used for the first time by an outlet, a French Mathematician, it was ancient India where the study of human body parts was initiated. This game expresses the social attitude and social value, mode of recreation and attitude for maintain of fitness. The purpose of the present study was to analyze the relationship between body composition and game performance of senior National level male Kho-Kho players. Thirty male senior national level kho-kho players within the age group of 20-23 years were chosen from different areas of west Bengal as subjects for the present study. To conduct the present study the following criterion measures were taken. Age Height and Weight as personal data and four skin fold components i.e biceps, triceps, sub scapular, supra iliac for % of body fat and lean body mass and five girth components i.e abdomen, thigh, hip, upper ext length and lower ext length were measured to observe the relationship. Results revealed that the male Kho-Kho players were short statured, greater muscle mass, but high fitness profile individuals.

Key Words : Anthropometry, Skin fold component, Performance, Fitness

Introduction

Kho- kho is a purely typical Indian game and most probably it was originated from the state of Maharashtra. In ancient time the game was played on Chariots and was known as "Rathara" which has been referred the term "Atya patya" in his "Abang" which is further considered as the origin of kho- kho. In some region of Maharashtra the people used to play in this occasion of "Holi/ Diwali" festivals.

The term kho is derived from the Sanskrit verb 'Syu' (i.e get up/ go). Sometimes the word Mahapranoccher in yoga is used as equivalent to 'kho'. Therefore every chaser as an ignition point to start fast movement creates the sound kho. The game is played in different parts of country with some variations kho- kho game . As it is seen to day has undergone a tremendous state of development since its birth in Maharashtra during 17th century. KHO-KHO game has now becoming more scientifically based. Traditionally accepted methods are contently remained and remodeled through analysis and scientific investigation. The standard of the performance of this game are becoming

higher and higher and therefore scientific technique and systematic training are must important to achieve higher level of performance. The selected parameters of physical fitness are very essential for the game Kho-Kho. This parameters and performance and been the focus of the study and research for sports scientists. Performance is based on the particular parameters. To develop skills and expertise in Kho-Kho, the then prevalent games of Langdi and Atya-Patya were the supporting factors, especially Atya-Patya which was very popular because of its shuffle skills of defending. Legends and giant personalities in Pune like Cricket Maharshi Prof. D.B.Deodhar, Persian language scholar and renowned historian Maha maho Padhyaya D.V.Potdar and Dr. Abasahib Natu all played Atya-Patya with rare skill.

The Akhil Maharashtra Sharirik Shikshan Mandal (Physical Education Institute) was founded in 1928 when Dr. Abasahib Natu of Pune, Shri. Mahabal Guruji of Nasik, Shri Karmarkar Vaidya of Miraj and Dr. Mirajkar of Mumbai spared no efforts to negotiate with Kho-Kho experts and drafted the rules and regulations of the game which differed but just a little from the existing rules of the Federation today. Hind Vijay Gymkhana, Baroda and Deccan Gymkhana, Pune had their own codes of rules which were in variance with each other.

In the field of Physical Education and sports this area of research is also gaining new emphasis. Introduction of the subject 'Kinanthropometry' in this bears the evidence of its growing importance. To-day it is a well accepts fact that there is a close relationship of the measurement of body parts and body composition with human motor performance. Efforts are constantly being put to analyze the anthropometric measurements and body composition variables of world class performers to frame the norms and guidelines. Subsequently, the results are used in selection individuals according to the need of a specific event as well as in selecting most suitable event as per the characteristics and ability of the individual

Body composition and performance is directly related. Body composition is one of the most important factor of any sports performance. If the person more lean body mass then he or she can well perform any type of activity.

According to athletes body composition selects what type of activities they performs. those person have greater the proportion of lean body mass they can well perform any type of ball games like foot ball, basket ball, hockey etc. Those person have less lean body mass but more fat body mass they can well perform strength full but short duration activities like putting the shot, weight lifting, discus throw etc. Those person have less both lean body mass and fat body mass they can well performed long duration activities like marathon, cross country, 5000 mt. run etc.

Methodology

1. The Subject : Thirty senior national level kho- kho player from 20 to 23 years were selected as the subject of the present study.

2. Criterion Measures : To conduct the present study the following criterion measures were taken. Age Height and Weight as personal data and four skin fold components i.e biceps, triceps, sub scapular, supra iliac for % of body fat and lean body mass and five girth components i.e abdomen, thigh, hip, upper ext length and lower ext length were measured to observed the relationship. Kho-Kho performance also measure by judges rating scale.

3. Equipment for Collection of Data : The project was conducted successfully with the help of number of tools and equipment like a) Measuring tape, b) Weighing machine and c) Skinfold caliper.

4. Formula Used for Satisfied Analysis : Standard statistical procedure used for the present study.

Results and Discussion

Table 1. Mean and SD of Age, Height and Weight of the Subject

Variables	Mean	SD
Age (yrs)	22.47	± 2.53
Height (cm)	167.27	± 4.74
Weight (kg)	60.40	± 4.58

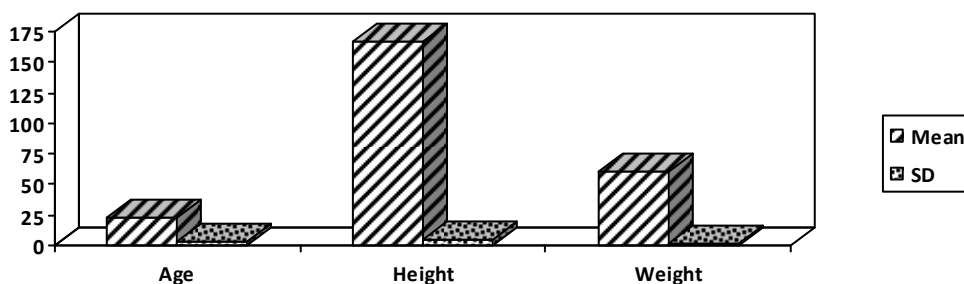


Fig. 1 : Graphical Representation of Mean & SD of Age, Height and Weight of the Subject

Table 2. Mean, SD and Correlation between Performance and BMI

Variables	Mean	SD	r
Performance	66.10	± 5.91	0.71
BMI	21.61	± 4.79	

df =28, Level of significance at .05 level=.361

Table 2 represents the co-efficient of correlation between BMI and performance of Kho-Kho players. The co-efficient of correlation was found to 0.71 which was significant. . It may be concluded from the above co-relation that higher the BMI indicate the greater performance.

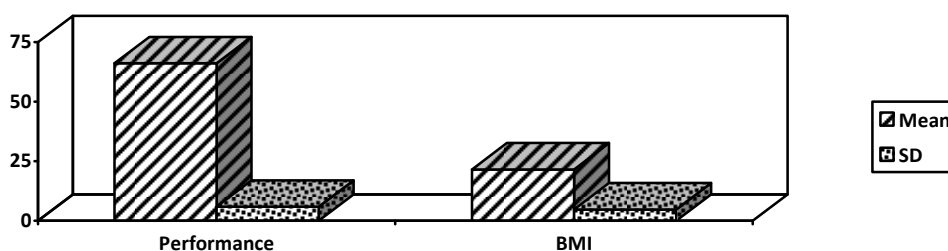


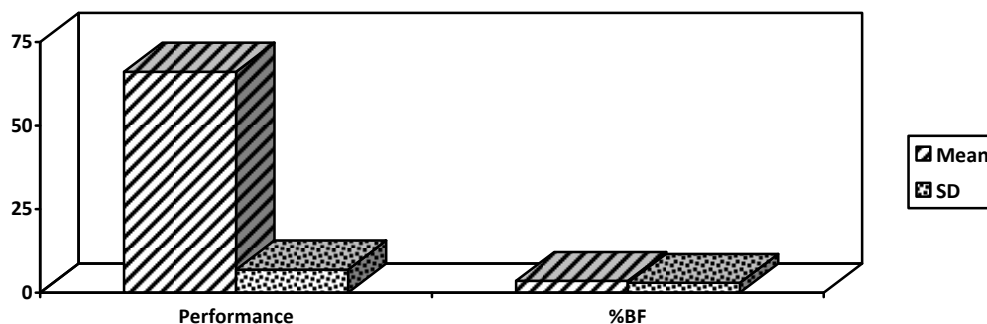
Fig. 2 : Graphical Representation of Mean & SD of Performance and BMI

Table 3. Mean SD and Correlation between Performance and % BF

Variables	Mean	SD	r
Performance	66.10	± 6.91	- 0.64
%BF	3.50	± 2.93	

df =28, Level of significance at .05 level=.361

Table-3 represented the co-efficient of co relation between kho-kho playing performance and % body fats of the subjects were found to be - 0.64, which was inversely significant. . It may be concluded from the above co-relation that lower the %BF higher will be the performance.

**Fig. 3 : Graphical Representation of Mean & SD of performance and %BF****Table 4. Mean, SD and correlation between performance and L.B.M.**

Variables	Mean	SD	r
Performance	66.10	± 4.91	0.67
L.B.M	55.27	± 5.09	

df =28, Level of significance at .05 level=.361

Table 4 represented the co-efficient of co relation between kho-kho playing performance and L.B.M of the subjects was found to be - 0.67, which was inversely significant. . It may be concluded from the above co-relation that higher the L.B.M. higher will be the performance.

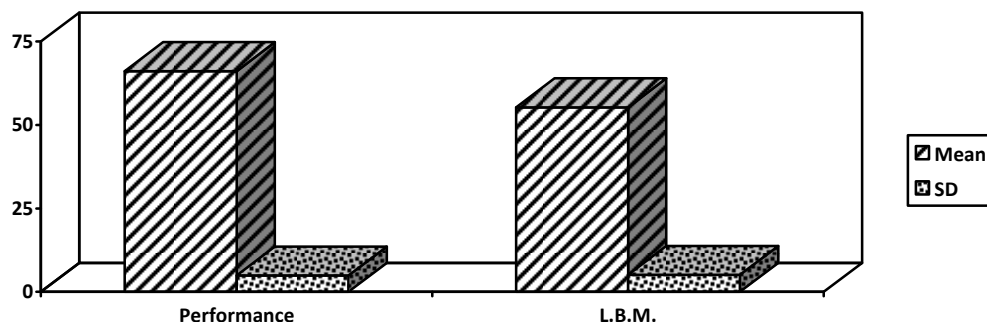
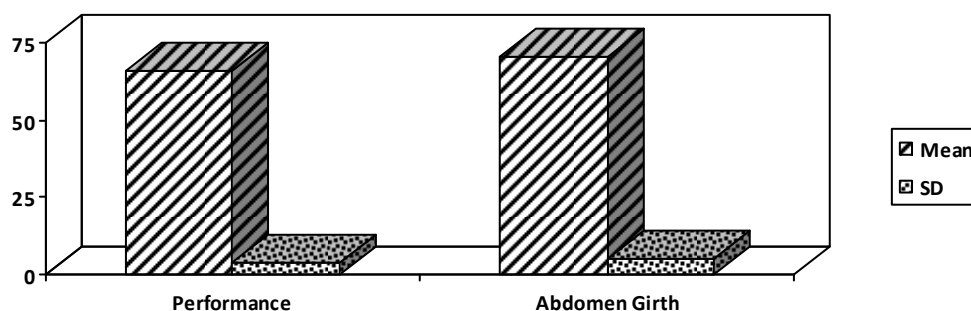
**Fig. 4 : Graphical Representation of Mean & SD of Performance and L.B.M.**

Table 5. Mean, SD and Correlation between Performance and Abdomen Girth

Variables	Mean	SD	r
Performance	66.10	± 3.91	- 0.68
Abdomen Girth	70.37	± 5.43	

df =28, Level of significance at .05 level=.361

It appears from the Table 5, that the co-efficient of co-relation between kho-kho performance and abdomen girth was found to be -0.68, which was highly significant. So performance and abdomen girth was inversely related with each other. It may be concluded from the above co-relation that higher the abdominal girth lower will be the performance.

**Fig. 5 : Graphical Representation of Mean & SD of Performance and Abdomen Girth****Table 6. Mean, SD and Correlation between Performance and Thigh Girth**

Variables	Mean	SD	r
Performance	66.10	± 3.91	- 0.61
Thigh Girth	46.40	± 5.87	

df =28, Level of significance at .05 level=.361

Table 6 represented the co-efficient of co relation between kho-kho playing performance and Thigh Girth of the subjects were found to be - 0.61, which was inversely significant. . It may be concluded from the above co-relation that higher the thighl girth lower will be the performance.

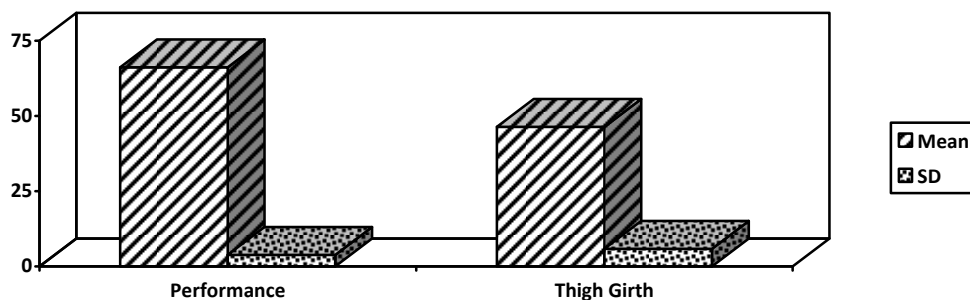
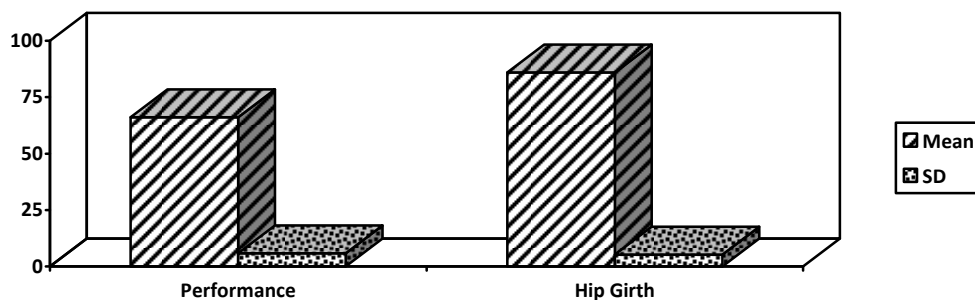
**Fig. 6 : Graphical Representation of Mean & SD of Performance and Thigh Girth**

Table 7. Mean, SD and Correlation between Performance and Hip Girth

Variables	Mean	SD	r
Performance	66.10	± 5.91	- 0.71
Hip Girth	85.97	± 5.37	

df =28, Level of significance at .05 level=.361

Table 7 represented the co-efficient of co relation between kho-kho playing performance and Hip Girth of the subjects was found to be - 0.71, which was inversely significant. . It may be concluded from the above co-relation that higher the hip girth lower will be the performance.

**Fig. 7. Graphical Representation of Mean & SD of Performance and Hip Girth****Table 8. Mean, SD and Correlation between Performance and Upper Extremity Length**

Variables	Mean	SD	r
Performance	66.10	± 3.91	- 0.51
Upper extremity length	75.10	± 5.72	

df =28, Level of significance at .05 level=.361

Table 8 represented the co-efficient of co relation between kho-kho playing performance and Upper extremity length of the subjects was found to be - 0.51, which was not significant. . It may be concluded from the above co-relation that higher the upper extremity length lower will be the performance.

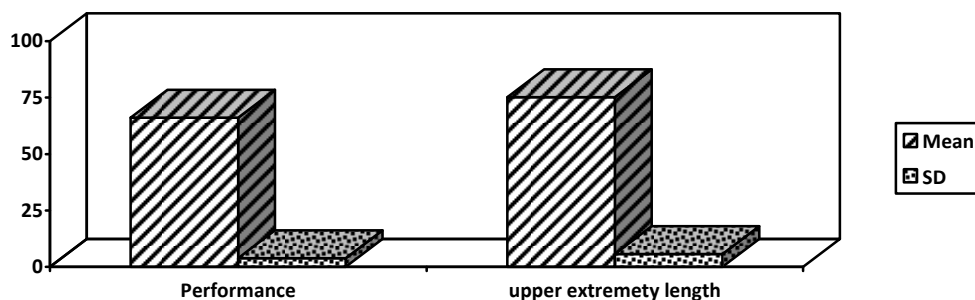
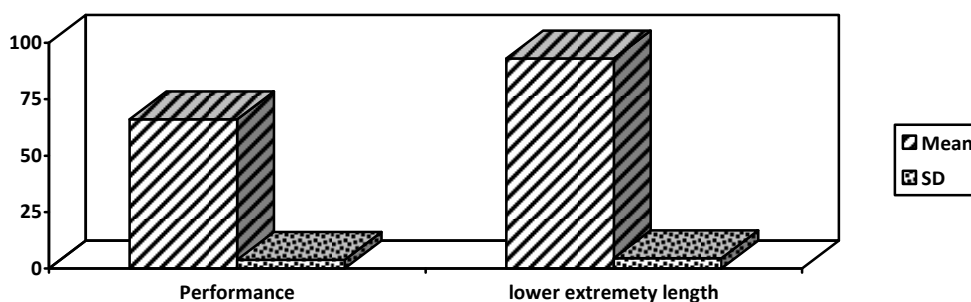
**Fig. 8 : Graphical Representation of Mean & SD of Performance and Upper Extremity Length**

Table 9. Mean SD and Correlation between Performance and Lower Extremity Length

Variables	Mean	SD	r
Performance	66.10	±3.91	-0.45
Lower extremity length	92.93	±4.62	

df =28, Level of significance at .05 level=.361

Table 9 represented the co-efficient of co relation between kho-kho playing performance and Lower extremity length of the subjects was found to be - 0.45, which was inversely significant. . It may be concluded from the above co-relation that higher the Lower extremity length lower will be the performance.

**Fig. 9 : Graphical Representation of Mean & SD of Performance and Lower Extremity Length**

Conclusion

On the basis of result obtain the following conclusion were drawn within the limitation of the study.

- BMI and Kho-Kho performance are positively co-related.
- %BF and Kho-Kho performance are negatively co-related.
- L.B.M. and Kho-Kho performance are positively co-related.
- Abdomen Girth and Kho- Kho performance are negatively co-related.
- Thigh Girth and Kho- Kho performance are negatively co-related.
- Hip Girth and Kho- Kho performance are negatively co-related.
- Upper extremity length and Kho-Kho performance are negatively co-related.
- Lower extremity length and Kho-Kho performance are negatively co-related.

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IDENTIFICATION OF THE CAUSES OF ANXIETY AND PHOBIA IN MATHEMATICS AMONG THE STUDENTS OF SECONDARY SCHOOLS

Dilip Kumar Guin

Asst. Professor in Mathematics, University B. T & Evening College, CoochBehar, West Bengal

Abstract

Mathematics anxiety has received extensive attention in literature, still there is a lot of ambiguity about the variable affecting it. This study has investigated the causes of anxiety and phobia in mathematics, intensively. Also the intensity of identified causes of anxiety and phobia in mathematics were measured to identify the deepness of their problem. Stratified random sampling and purposive sampling technique were used to select the sample. Two types of sample were selected in this purpose. Data were collected through questioner and interview. Data were analyzed by simple average and percentage method. Forty causes of math anxiety have been identified in this study. Also, it is found that 41.74% male and 51.22 % female of ninth grade students of secondary schools have anxiety towards mathematics.

Introduction

Mathematics education is probably the most serious area of concern among students of secondary schools. Mathematics is the means for sharpening the individual's mind, shaping reasoning ability, logical thinking and developing personality. It is fact that Schooling is a legal right of every child in our country and mathematics being a compulsory subject of study, access to quality mathematics education is every child's right. Despite the enormous importance of mathematics education many students perform poor in mathematics. Mathematics avoidance in school is a serious problem among vast majority of students.

A pertinent question comes to the mind of the researcher; why some students perform poor in mathematics in spite of similar educational facilities, intelligence, environment and aspiration? The assumption that the students who perform poor in mathematics is not necessarily due to students poor intelligence and ability, there may be something else at play. Mathematics anxiety needs to be given its due attention. Avoidance of mathematics courses and poor performance in mathematics is very much related to anxiety and phobia in mathematics (Betz, 1978; Richardson and Sunni, 1972). Anxiety in mathematics has negative effect with mathematics performance and achievement (Norwood, 1994). Anxiety in mathematics can influence student's mathematical performance physically by affecting memory and creating nervousness and inability to concentrate in study (Tobias, 1978). A major consequences of math anxiety is math avoidance (Hembree, 1990; Brady and Boed, 2005).

Anxiety in mathematics does not have a single cause. Some general factors linked to causing and increasing anxiety in mathematics and distaste of the subject are student's attitude, environmental factor such as myth and attitude of parents etc (Hadfield and Trujillo, 1999). Burns (1998) stated that "math phobia is not genetic but highly contagious". Many studies suggested that teacher's anxiety is one of the most important factor for anxiety of students (Fiore, 1999; Wood, 1998). Intellectual factors

like learning style, persistence, self doubt; personality factors such as low self esteem, shyness and intimidation (Fotoples,2000; Levin,1995) also caused the anxiety in mathematics among students.

Significance of the Study

Anxiety and phobia in mathematics have many adverse effects on students of secondary schools. Math education in school facing a typical problem due to anxiety and phobia of the students in mathematics. There must have several causes for the anxiety and phobia in mathematics among the students. The earlier researchers have identified some of the causes. But identified causes do not always have due conformity with the problems of our class-room situation. Also there is an ambiguity of the decision that female are more anxious than male. Thus a clear gap exists in this field of knowledge. In this study an attempt were made to investigate the causes of anxiety and phobia in mathematics among the students of secondary school. And also student's anxieties were measured to through knowledge about the distribution of anxiety among male and female.

Key Concepts & Definitions

Anxiety : Anxiety is a complex combination of the feelings of fear, apprehension and worry often accompanied by physical sensation such as palpitations, chest pain and /or shortness of breath. Anxiety is often described as having cognitive, somatic, emotional ,and behavioural components (Seligman,Walker& Rosenhan,2001)

Math Anxiety : Math anxiety has been defined as feelings of tension and anxiety that interface with the manipulation of numbers and solving of mathematical problems in a wide variety of ordinary life and academic situations .Math anxiety can cause one to forget one's self –confidence (Tobias,1993).

An irrational fear of mathematics that can range from a simple discomfort associated with numerical operations to a total avoidance of mathematics and mathematics classes (mathison,1977).

Math anxiety is the lack of applied understanding and/or an irrational dread of mathematics often leading to avoidance of the subject (Bursal and Paznokas,2006 ;Gresham,2004).

These definitions suggest that math anxiety can results in fear, distress, shame, inability to cope, sweaty palms, nervous stomach, difficulty in breathing, and los of ability to concentrate (Burns,1998;Dutton and Dutton,1991; Hembree,1990).

Math Phobia : Math phobia is described as an intense, persistent, often illogical, fear of not succeeding in math. Persons experiencing math phobia hold the belief that they are unable to handle the difficulty associated with learning math or believes that they can't do math (Rapolje,1997).

Objective of the Study

The objectives of the present study are as follows :

1. To find out the causes of anxiety and phobia in mathematics among the students of secondary school.
2. To find out the intensity of identified causes of anxiety and phobia in mathematics among the students of secondary school.
3. To calculate the percentage of students having anxiety and phobia in different grade.

Methodology / Sample / Sampling

This study was conducted in different phase with different sample.

Phase – 1 : Forty students from class six and another fifty from class nine were selected purposively from CoochBehar district to know their view and realization about the causes of math anxiety and phobia. Students were asked to write-down there view about the causes of anxiety and phobia in mathematics in a plane paper supplied by the investigator. These responses were analyzed to identify the causes behind math anxiety.

Phase – 2 : Views about the causes of math anxiety and phobia among secondary school children were taken from twenty non-trained and ten trained mathematics teacher; ten trained non-Math Background teacher teaching in secondary school and five professor involved in math education in a teachers training college in Westbengal. These opinions were taken in written, face to face discussion and over telephone discussion, on the basis of suitability of opinion collection and availability of the respondent.

Phase – 3 : By the above mentioned two phases and own realization of the investigator forty causes of math anxiety and phobia were identified in eight heads.

Phase – 4 : In order to find out the intensity of different causes of anxiety and phobia in mathematics two groups of sample were selected. Experts sample constituting thirty five experts in mathematics from different schools and teachers training college of west Bengal , selected randomly. 115 boys and 123 girls of class nine from five different schools under West Bengal board from CoochBehar district were selected purposively to constitute students sample. They were asked to respond a questioner consisting forty causes of math anxiety in a five point scale. Maximum and minimum intensity of each cause is five and one respectively.

Phase – 5 : 115 boys and 123 girls students of class nine from four schools under west Bengal board of CoochBehar district were selected to fulfil the third objective. A questioner consisting twenty questions in five point scale were developed to measure the intensity of math anxiety of the secondary school students. Intensity of math anxiety in each students lies between 20 to 100. Here, high intensity implies high anxiety and intensity implies low anxiety.

Results and Discussion :**Categorization of the Causes of Anxiety and Phobia in Mathermatics :****A. Student's Related**

- Poor intelligence of the students (Mathematical).
- Lack of practice of mathematical sums.
- Student's attitude towards mathematics.
- Student's low self-efficacy about mathematical ability.
- Due to the phobic nature of the students.

B. Parents, Family and Peers Related

- Parent's poor efficiency in mathematics.
- Parent's anxiety in mathematics.
- Parent's negative attitude towards mathematics.
- Unhealthy family and social environment.
- High expectation of parents from their children.
- Negative comments from peer groups about the ability of the individual.
- Due to the negative reinforcement as exhibit by the elders.

C. Examination and Evaluation Related

- Time bound programme of examination and evaluation.
- Fear of failure in the examination.
- Unplanned cumulative assessment programme in mathematics.
- Marking system of the question and answer in mathematics.

D. Conceptual Gap

- Gap of knowledge in mathematics in one class to another.
- Knowledge gap at primary level.

E. Teaching, Learning and Teacher

- Lack of individual instruction and teaching.
- Absence of teaching aid and modern technology during class room instruction.
- Due to the negative reinforcement by the teacher.
- Lack of responsibility of the teacher.
- Rigidity in using teaching methods.
- Lack of patience of the teacher.
- Lack of creating interest by the mathematics teacher.
- Impact of confidence and ability of the teacher.
- Teacher's inability to relate mathematics with real life.
- Un-matching between teaching method and student's learning style.
- Improper teaching mode.

F. General Perception

- Mathematics requires high intelligence.
- Mathematics is not an attractive and interesting subject.
- Mathematics is conceived as hard nature subject.

G. Nature of the Subject

- Abstract nature of the subject.
- Symbolic operation in mathematics.

H. Miscellaneous

- Lack of systematization of thought to solve mathematics problem.
- Inhibition in the process of memorization.
- Lack of logical thinking ability of the students.
- Rote memorization of the theories and concepts in mathematics.
- Lack of matching of the curriculum content with student's mental development.
- Lack of understanding of the language of the problem.

Table 1. Categorization of Causes of Anxiety and Phobia in Mathematics according to their Intensity (Students Opinion)

Extremely High Pertinent Causes	Intensity
Lack of practice of mathematical sums	4.108
Marking system of the question-answer of math	4.084
Gap of knowledge in math from one class to another	3.959
Lack of logical thinking ability of students	3.918
Lack of understanding of language of the problem	3.623
Low self-efficacy about mathematical ability	3.588
Poor intelligence of the student(mathematical)	3.555
Fear of failure in the examination	3.479
Time bound programme of examination and evaluation	3.46
Rote memorization of the theories and concepts in math	3.459
High Pertinent Causes	
High expectation of parents from their children	3.448
Unmatching between teaching method and student's learning style	3.367
Math is conceived as hard Nature subject	3.366
Unplanned cumulative assessment programme in mathematics	3.357
Lack of systematization of thought to solve math problems	3.267
Improper teaching mode	3.189
Student's attitude towards mathematics	3.07
Absence of teaching aid and modern technology	3.04
Lack of matching of the curriculum content with student's mental development	2.958
Math is not an attractive and interesting subject	2.947
Pertinent Causes	
General perception (mathematics require high intelligence)	2.944
Lack of creating interest by mathematics teacher	2.804
Teacher's inability to relate mathematics with real life	2.786
Due to negative reinforcement as exhibited by the teacher	2.604
Lack of individual instruction/teaching	2.599
Knowledge gap at primary level	2.508
Lack of responsibility of the teacher	2.506
Impact of confidence and ability of the teacher	2.46

Due to the phobic Nature of the students	2.353
Due to negative reinforcement as exhibited by the elders	2.307
Low Pertinent Causes	
Symbolic operation in mathematics	2.255
Abstract nature of the subject	2.235
Lack of teacher patience	2.173
Rigidity in using teaching methods	2.147
Unhealthy family and social environment	2.096
Negative comments from peer groups about the ability of an individual	2.015
Parent's negative attitudes towards mathematics	1.688
Parent's anxiety in mathematics	1.648
Parent's poor efficiency in mathematics	1.56
Inhibition in the process of memorization	NR

Note : NR implied not responded against the cause

Table 2. Categorization of Causes of Anxiety and Phobia in Mathematics according to Their Intensity (Expert Opinion)

Extremely High Pertinent Causes	Intensity
Lack of logical thinking ability of the students	4.457
Knowledge gap at primary level	4.371
Lack of practice of mathematical sums	3.657
Rote memorization of theories and concepts in mathematics	4.142
Lack of systematization of thought to solve math problems	4.114
Absence of teaching aid and modern technology during class room instruction	4.0
Gap of knowledge in mathematics from one class to another	3.942
Lack of individual instruction/teaching	3.914
Unmatching between teaching method and student's learning style	3.914
Low self-efficacy about mathematical ability	3.829
High Pertinent Causes	
Lack of matching of the curriculum content with student's mental development	3.8
Abstract nature of the subject	3.8
Improper teaching mode	3.771
Lack of understanding of the language of the math problems	3.742
Teacher's inability to relate mathematics with real life	3.714
Student's attitude towards mathematics	3.657
Lack of creating interest by the mathematics teacher	3.429
Lack of patience of the teacher	3.343
Time bound programme of examination and evaluation	3.286
Due to the negative reinforcement by the teacher	3.314

Pertinent Causes	
General perception(mathematics require high intelligence)	3.2
Inhibition in the process of memorization	3.057
Marking system of the question and answer of mathematics	3.029
High expectation of the parents from their children	3.029
Lack of responsibility of the teacher	3.029
Unplanned cumulative assessment programme in mathematics	3.0
Impact of confidence and ability of the teacher	2.914
Fear of failure in the examination	2.9
Rigidity in using teaching methods	2.829
Due to the phobic nature of the students	2.829
Low Pertinent Causes	
Poor intelligence of the students(mathematical)	2.714
Mathematics is conceived as hard nature subject	2.686
Negative comments from peer groups about the ability of the individual	2.6
Symbolic operations in mathematics	2.457
Parent's negative attitude towards mathematics	2.429
Unhealthy family and social environment	2.429
Mathematics is not an attractive and interesting subject	2.314
Due to the negative reinforcement as exhibited by the elders	2.3
Parent's anxiety in mathematics	2.2
Parent's poor efficiency in Mathematics	2.171

Note : No. inside parenthesis represent percentage and outside it represent no of respondent.

Table 3. Distribution of Anxiety

Name of the School	Sex (No. of Students)	EA	HA	MA	LA	NA	Total Anxious Students
Kalabagan High School	Male (62)	0	3(4.84%)	3(4.84)	23(37.10)	33(53.23)	29(46.77)
	Female (46)	0	1(2.17)	8(17.39)	22(47.82)	15(32.61)	31(67.39)
Imaharani Indiradevi Balika Vidyalaya	Female (46)	0	3(6.52)	8(17.39)	10(21.74)	25(54.35)	21(45.65)
Sadar Government High School	Male (46)	0	1(2.13)	4(8.51)	10(21.28)	31(67.39)	15(31.91)
Chhat Guriahati Sebavan	Male (7)	0	0	1(14.28)	3(42.85)	3(42.85)	4(57.14)
	Female (31)	0	0	2(6.45)	9(29.03)	20(64.51)	11(35.48)

Name of the School	Sex (No. of Students)	EA	HA	MA	LA	NA	Total Anxious Students
Sikshayatan High School							
Total of Above Four Schools	Male (115)	0	4(3.48)	8 (6.96)	36(31.30)	67(58.26)	48(41.74)
	Female (123)	0	4(3.25)	18 (14.63)	41(33.33)	60(48.78)	63(51.22)

1

EA – Extremely Anxious, Anxiety Score > 90

HA – High Anxious, $90 \geq A.S \geq 80$

MA – Moderately Anxious, $80 \geq A.S \geq 70$

LA – Low Anxious, $70 \geq A.S \geq 60$

NA – Not Anxious, $A.S \leq 60$

Note : No. Inside parenthesis represents percentage and outside it represents no. of respondent.

Interpretation of the Data

Students' opinions were reflected through table-1. This table highlighted forty causes of math anxiety in four heads- extremely high pertinent cause, high pertinent cause, pertinent cause and low pertinent cause. Lack of practice of mathematical sums is the extremely high pertinent cause with highest intensity 4.108. All forty causes are arranged serially according to their decreasing intensity. Parents' poor efficiency in mathematics is one of the causes of math anxiety with lowest intensity 1.56.

Teachers' opinions were reflected through table -2. It is found that lack of logical thinking ability of the student is extremely high pertinent cause with highest intensity of anxiety 4.457. All causes of math anxiety with their decreasing intensity were shown by this table. Experts thought that parent's anxiety and poor efficiency in mathematics is not a serious cause of math anxiety to their children which is similar to students view.

Tasble 3, shows that the percentage of extremely anxious male and female is zero. Though 3.48% male and 3.25% female are high anxious; 6.96% male and 14.63 %female are moderately anxious and 31.30% male and 33.33% female are low anxious. But 58.26%male and 48.78% female are not anxious towards mathematics.

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TEACHING-LEARNING ECONOMICS; NARRATIVE METHODOLOGY**Jaya Singh****Assistant Professor, Department of Social Science, NCERT, New Delhi****Abstract**

The use of narrative as a perspective within which to understand the teacher development has gained considerable momentum in the last decade (Carter 1993, Carter and Doyle 1996, Doyle 1997 et al 2001). This perspective led to several important innovations in the pedagogy of teacher education; the study of cases, newspaper items, the writing of personal narrative, excerpt from economics document and the like. The article is a model of student centered learning as it includes strategy which finds expression through exploration and interaction within the cited example. This methodology also establishes the link between principle of economics and human activity from which they are derived. The discussion also endeavors to stimulate student interest and to provide intuitions on the principals of economics. Special examples in the form of newspaper clipping, conventional stories and extracts have being discussed to illustrate the approach and link the concepts to various activities. This use of such pedagogy will help teachers in transacting curriculum in the classroom.

Key Words : *Narrative, Introductory Microeconomics, scarcity, choice and opportunity cost.*

Narrative is an interpretive approach adopted in the study of Social Science. It focuses on how group and individual make sense of events and action in their lives or surroundings. The underlying motive behind this approach conveys tacit knowledge- how it enable sense making and construct identity.

The use of narrative to make sense of the world appears to begin quite early in life; even very young children comprehend and create stories long before they can grasp abstract and detached facts, propositions or laws (Lyle, 2000, Hoodless 2000, Nelson (1989) studied 122 transcripts of conversation of two year old girls that they had with themselves in the crib (just) right before falling asleep and found a rich narrative capability being used to interpret their everyday events. Narrative is a fundamental way of knowing and explaining the events, and this assertion is especially true in the training of teachers for transacting the curriculum.

Evidence from Rath's (2002) project on teacher action research suggests that narrative may be one of the ways that teachers enter whole heartedly into the learning (2002:151). It also has the potential to engage the moral imagination (Coles, 1989) giving the readers and the listeners an opportunity to empathize. Gerrig, 1993, has argued that perception gained from the fictional stories can result in a changed understanding of others that could lead to take different action in the real world. Water land (2001) feels that through reflection of our own imaginations that we can make that world better' (Waterland.2001; 138). Narrative is a method of communication to his fellow being and

its relevance is highly effective in pre service teacher education for mainly two reasons. The practical knowledge which teacher acquire from teaching arises from actions in situations- the essential ingredients of story. Inorder, to understand pre service teacher development, it is necessary to capture the stories within which this knowledge and understanding are embedded. Secondly, beginning teachers, as novices in teaching situations, lack the rich conceptual ie narrative frames that experienced teachers gain through repeated execution of teaching episodes in classroom situations. They lack experientially grounded categories for apprehending and interpreting classroom events, and yet cannot rely on more abstract disciplinary knowledge to make sense of everyday experiences (Doyle & Carter 2003).

This methodology is identified as student centered learning - facilitates learning conversation between perspective educators with its student. Here the teacher role is visualized as facilitator rather than instructor; involves student participation more than the teacher's control; encourages learning by doing as opposed to formal learning and emphasize student autonomy rather than external discipline. One basic assumption holds that students are active learners and, therefore, construct their own knowledge. Such contrasts are of course, simplistic, and the progressivism and student centeredness of the 1970's and 1980's often reflected in 'the literature of the disaffected' (Postman and Weingartner 1975; Ilich 1974, Reimer 1974, Goodman 1973) have evolved to embrace more explicit teaching.

Keeping this framework in mind the study explores the effectiveness of methodology in teaching of economics. Economics is the study of the actions and interactions of millions of individual trying to achieve their diverse objectives (Brue, Wentworth 1984). In order to explain the concept the subject very often make use of theories, assumption, diagram, equation, models and so on. These tools make the study of economics analytical mainly for two reasons. First, one is able to think logically and systematically, carefully avoiding common errors in economic reasoning. Secondly, economic perspective must be added in the thinking process while understanding the principles of economics.

Delving into the problem, the student opting for the subject very often complains of non comprehensibility and existence of vagueness in the discipline. The abstract concepts appear difficult as they are not able to relate it with real life situation. Understanding of abstract idea is linked to basic economic principle; theory and developing economic reasoning become easier with the help of narrative. We will explore the feasibility of explaining 'the theory of price rise' through the narrative method.

The theory is an explanation of the mechanism behind the observed phenomenon and is weighed with substantial reasoning. Here we undertake the theory of prices and understand the concept through the phenomenon of increasing price of wheat in a village of Punjab. Let us assume that village has been hit by draught which reduced the supply of wheat in the village along with its adjacent district. The reduced supply of wheat is now inadequate for the existing population of that particular area. The concerned authorities of village tried to inform people through detailed information on draught in the newspaper. The people became aware of the calamity but perplexed regarding curtailment in the consumption of wheat. It was not clear how much each family decide to reduce the consumption of wheat.

Alternatively, consider the price has increased owing to shortage in the supply of wheat. The increase in the price of wheat conveys all the relevant information to those people of the village. In

response to increase in the price of wheat the families adjust their budget towards the consumption of wheat. On above, the indication imparted through the increase in the price of wheat helped the authorities in the distribution of wheat among the existing population. Related to this phenomenon is the law of demand which explains increasing the price of a commodity will reduce the quantity demanded and vice versa.

The phenomenon of price rise could be easily understood by the learners through the story of a village in Punjab. Story telling can be used across the curriculum to break down subjects that are difficult to learn. It can be used to make problem areas more accessible, by adopting a creative attitude and coming at the subject from a different angel (Davies 2007). The narrative helps the information to get into the brain a lot more easily in some forms than others. Through this technique or exercises one can offer a different route into the topic and make it enjoyable.

We saw how the phenomenon of price rise helped in distribution of wheat among the existing population. In a similar fashion there has been the emergence of a theory, model, to explain the major principal and phenomenon concerned with the subject. With the passage of time those observation, situation have been lost and the learner is left with theories which appears abstract for them. The teacher then can be suggested to make use of the existing situation, events and activities to explain the theories in classroom situation. Constructivism emphasis the interaction of student and situations in the acquisition of knowledge and is therefore consistent with many aspect of student centered learning. The learners will then find it easy to relate to real life situations and reflect on principles of economics.

Even the interests of the abstract theorists will be better served if introductory courses are better motivated using examples and classroom games that engage the students' interest, and encourage them to go on more advanced courses .This will create a larger audience for the abstract game theorist then they can teach them the mathematics and rigour that are surely important aspects of the subjects at the higher levels,(Dixit,2004).

To illustrate the approach, consider the question of 'Scarcity' and 'choice' as used in the context of microeconomics. Wants exceed the capacity of people resources to satisfy them. Wants are unlimited and means to achieve the want are limited. People are unable to attain all that they desire. They are hence compelled to economies their choice for goods. They avail the goods according to their choice and income available with them. At the same time resources are scarce because they have an alternative uses. These constraints bind an individual to make choice out of alternative available before him. A billionaire may feel his choices are limited not by money but by time, while the limits for an unemployed workers are set by lack of money rather lack of time. We will understand this phenomenon of scarcity and choice through the news item given in a newspaper.

Newspapers are copious with headlines which talk of day today events. Each such headlines involves economics- the study of how resources are allocated, goods and services are produced and the product being distributed among the members of the society. The teachers can reveal economic content of such news item to the learner through which he can relate and understand the major principles of economics. The news item brings forth two major themes to be explained through the domain of economics. First, economic factors touch nearly all aspects of human behaviour. Second, Individual, business or nation needs to priorities their needs existing among various alternative in order to optimize the economics gain.

Feb2- President Bush proposes a \$ 2.4 trillion budget for 2005 today, calling for big increase in military and domestic security spending and for trims in many domestic programmes. The budget for the fiscal year that begins on October 1 proposes a 7 percent increase in military spending, a 10 percent increase in domestic security spending and a hold the increase of just one half percent for a vast array of domestic programmes...

Source;David Stout, New York Times,February2,2004,available at <http://www.nytimes.com>

‘National parks to cut back services; more volunteers, high fees expected,’ April 18-visitors to National parks and Monuments.

This summer could see higher fees, fewer educational programmes and more volunteers doing what once was park rangers’ work. That’s because the park was killing some programmes while straining to keep other running in the face of stagnant operating budgets and cutback in staff nationwide. That’s the job, to try and do the very best with what you’ve got’ said chas Cartwright, Superintendent of Dinosaur National monument in North Western Colorado...As at other national parks, job vacancies at Dinosaur are going unfulfilled. The fossil rich park has only three law – enforcement officers and three nature interpreters-for short of ideal and the budget has remained flat at \$2.7 million since 2002.Dinosaur officials also have cut the vehicle fleet, ratcheted down utility use and trimmed construction materials and office supplies at Dinosaur Park (www.lexis-nexis.com). Source;Montowhaley,Times-Picayune,April18,2004,available at <http://web.lexis-nexis.com>).

Referring back to the events from the newspaper we found that a rich and powerful nation like America was constraint in the use of scarce resources. The Government of America, too, spends its resource in accordance with the priority set in the economy. Emphasizing, the security of the nation the Government decides to enhance the expense on defense which in turn limited the expense in other sector.

This decision was followed by an acrimonious debate between the President Bush and the member of the opposition parties. The controversial issue circumscribed around the allocation of scarce resources among the competing uses. An expense on one item-education, police protection and libraries limits its allocation in other sector. Even if unstated the concept of opportunity cost is central to this debate. Constraint, thus limit the choice and decision regarding the allocation of scarce resources among the competing uses.

The two newsitems given in the newspaper explains the phenomenon of ‘scarcity’ and ‘choice’ to the learners. The resource available i.e ‘fund’ is scarce and can be utilized for limited purpose. Through this instance we found that Government of America found it feasible to enhance expense on defense prioritizing the security need of the nation. At the same time, the expense on other necessity was curtailed especially in relation with National Park at Dinosaur Park.

The interaction of student and situations in the acquisition of the knowledge is also identified as constructivism. The teacher may raise question that elicit response through minimal use of language. Good and Brady (2003) are critical of yes-no question, tugging more elaborate response but providing no structure for it. This process involves successively building on learners understanding by eliciting exploration through thought provoking response. The study will make use of this aspect with respect to scarcity, choice and opportunity cost.

A second major theme interwoven in the study of Microeconomics is the existence of choice and the consequent need to select among the alternatives.

Decisions are taken regarding the use of scarce resources which have an alternative uses. Let us understand through the use of time from the perspective of the student. Here time is a scarce resource and can be used in a number of ways. Should you as a student, take part time job or concentrate all your effort on studying? Similar kind of question can be raised to the students and response be analysed in terms of scarcity, choice and opportunity cost. Next question can be raised to see his understanding of the functioning of the Government. Should the Government spend more on capital goods and less on consumer goods? Ask the student how the Government takes decisions regarding allocation of scarce resources. In brief, the use of the terminology 'scarcity' and 'choices' are closely related. Any individual has to priorities his need as the resources available with him have an alternative uses as evident in the case of 'use of time' or suggestion regarding policy of the government.

A teacher can narrate a story to explain the terms or theory used to explain the principle of economics. Let us say there is a nuclear family of Sanjiv and Priya. In this respect a story of Sanjiv and Priya is being narrated to understand the Principle of scarcity and choice and opportunity cost. As its core, a narrative perspective holds that human being have a universal predisposition to 'story' their experience, which is to impose a narrative interpretation on information and experience. At a very basic level, stories consist of events, characters, and settings arranged in a temporal sequence implying both casualty and significance (carter 1993;6) .

Sanjiv has joined as a manager in a reputed company at Bombay where he earns a salary of Rs 40,000. This salary is a fixed income of the family and all the expenses has to be met within this limit. His wife priya is a housewife who prepares the budget of the family. The family very often faces problems in hiring a taxi as it is expensive and unavailable at an odd hour. Sanjiv's family decides to buy a new car worth five lakhs. His company agrees to advances a loan for the purchase of car. Priya had to recognize the opportunity cost of the car-the things the family has to forgo perhaps a vacation and an expensive T.V set, refrigerators or a washing machine. Here we noted the income earned by Sanjiv can be spent in various ways. Prioritising the need of the family, the purchase of car meant to forgo expense on other necessity.

The story can help to explain the concept of Scarcity and choice to the learner. Here the income of the family is the scarce resource and the purchase of car is choice of the family. Related to the theory of scarcity and choice is the principle of opportunity cost. What is opportunity cost? The opportunity cost of the car is not its market price rather the value of other things (like refrigerators) that could have been made or purchased.

The next important theme interwoven along with choice and scarcity is that of the opportunity cost. Identifying the opportunity cost and examining the consequences of alternative choices are the major tasks in the study of economics. As evident from the illustrations all the choices involve opportunity costs. Inorder to maximize the benefits associated with decisions the strategy would lead to forgo the other option with minimum gain. An opportunity cost, or alternative cost, is the value of benefits sacrificed by choosing one alternative rather than another, it is the gain forgone (Brue, Went worth 1984).

In addition to the hypothetical stories, events collected from the newspaper, important excerpt from the primary economic sources can be brought forth for the learners. The NSW Ministerial Advisory Council on the quality of teaching (MACQT 1998) report recommended that teaching be

problematic in that it yields no simple answer that it 'contextualized' or relate to the situation in which it occurs (Brady 2005). This following headline 'consumption basket' is an excerpt from the Economic survey 2008-09. The planning Commission has been entrusted with the responsibility of creating, development and execution of India's five year plan. Finance Minister P.Chidambaran tabled the Economic Survey before the Parliament 2007-08. Economic growth was projected 8.7 percent during 2007-08.

The National Accounts also provide data on disaggregated consumption expenditure of households in eight broad categories. With rising per capita consumption, simple Engel curve analysis would predict a decline in share of consumption on food and an increase in luxuries, which in our context include entertainment and durable goods. Food and beverages had the average growth of 3.2 percent during the tenth Five year plan and its share declined from 48.1 percent in 2001-02 to 42.1 percent in 2006-07. The growth of transport and communication, education and recreation and miscellaneous services by more than 10 percent and the rising share of furniture, appliances and services are also consistent with the Engel curve analysis.

The erratic pattern of change in consumption of clothing and footwear may be because the middle class households treat them as falling within a residual expenditure category. The high share of expenditure on health care, despite a large and nominally free public health care system stretching into the villages, has been of concern, as the pattern is found even among the less well off. The decline in share to 4.4 percent in 2006-07 after a peak of 5.2 percent in 2002-03 could be a positive indicator.

The case reveals the priorities of the Government while deciding the expenses for various item of the consumption basket. The Government in its bid to balance the budget increases the expense on luxuries while food beverages had the lowest growth of 3.2 percent during the tenth five year Plan. Similar shift in the expense may be seen through the growth of transport and communication, education and other services which had grown by more than 10 percent. The fund available with the Government of India is a scarce resource and allocation of budget on various items is the choice as per the policy of the Government. The consumption basket sketches the opportunity cost as enhancement of expense on one necessity leads to either curtail or forgo expense on the other necessity.

Inclusion of such cases in the study as even mentioned in Brady (2003, 1999), while focusing on areas relating to the classroom (management, motivation, preparation, assessment, reporting) grab bag of techniques or a defined list of predictable skills to be invoked by cue. We notice that case study of such kind provide insight into the understanding of complex situation. Underlying this phenomenon explain the concept of scarcity choice and opportunity cost

A teacher can make use of various teaching\ learning strategies to teach a topic and relate it with day to day life. In this article there has been use of stories, newspaper headlines and excerpt from the Economic Survey to illustrate the topics of scarcity, choice and opportunity costs. The reason involves the fact that no single method is better than another. The major reason, however, is that student learn in different ways. The effective teacher is one who draws from a large repertoire of teaching strategies, and uses them according to student need or learning outcome (Brady 2005).

The uses of variety of teaching/ learning strategies enhance the potentiality of learning. The student may be divided into group and same topic be distributed among various group. They may be asked to develop a story or relate with newspaper headlines or locate Excerpts from the primary

Economics Document. Not only is the teacher exposition, conventional group work, cross-over groups incorporating peer teaching, and discussion, their engagement is promoted by experiencing the very strategy they are learning (Brady 2005). These methodologies help the teacher to transact the concept in an effective manner.

The paper thus explores narrative construction in an explanation of the principal of economics. The process enables the learners to re story and reconstructs his understanding in an educational setting. However this methodology is not without any limitation. Empiricists very often raise question about the utility, authenticity, and claims of veracity of story. However, it cannot be denied that it is an effective method of transacting in the classroom. The learners link and understand the subject without memorizing them.

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COMPARISON OF THE REACTION TIME AND SPEED OF MOVEMENT AMONG DIFFERENT AGE GROUPS OF TEEN AGE SCHOOL GOING CHILDREN

Anirban Misra & Suparna Paul

Research Scholars, Department of Physical Education, Jadavpur University

Dr. Sudip Sundar Das

Associate Professor, Department of Physical Education Jadavpur University

Abstract

During the modern times, sport has become a part and parcel of our culture. It is being influenced and does influence all of our social institutions including education, economics, arts, and politics. Analysis of speed of movement and reaction time when combined together is even more complex. It has been fairly well established that semi- individuals react slowly but are able to run or move very rapidly once they get started. The purpose of the study was to find out the relationship in Reaction time between different age groups of teen (13 – 19 years boys and girls) age school going children and in Speed of movement between different age groups teen age (13 – 19 years boys and girls). For this study subject was taken from the Patha Bhavana of Visva Bharati University. A total 40 students were selected from different teen Age group as subject. 40 subjects were divided into two group each group i.e. one group was 13-15 years and other group was 16-18 years. For measuring Foot Reaction time and Speed of movements' standard methods are followed. The study revealed that the positive correlation was found in between the Speed of movement and Foot of the teen age boys & girls' student.

Key Words : *Speed of movements, Reaction Time, Teenage.*

Introduction

Sports form an important aspect of life. The play of vital role in bringing about physical, mental and social growth of the nature. The past few decades have witness man of innovation in this area. Sports are becoming increasingly sophisticated technical going popularity as separate profession with expansion of educational facilities in the country. More young people are taking past in sports as a daily feature or their life. The participation in sports and Physical fitness increase individual productively it also part of social harmony and discipline.

Today sports have become inseparable phenomenon of our social life. It has made its own place at the apex of human civilization because of its trail. Competitive even and improving nature. The acquisition of new ledge for betterment of performance of human being in relation to Physical, mental Psychological qualities are in process of saturation. To strive for skill bearer is a million dollar question to the experts in sports.

Movement is the basis of life. By the way of evaluation unquestionably human have been providing an innate system or reflex and an almost instinctive basis survival activities movements

referred to as general motor abilities are walking, running, jumping, throwing, climbing etc. Movement in daily life and sports involves beauty and grace and cause a pleasant feeling when performed. These attract the spectators and the movement gains some athletic value.

Reaction time is the interval of time between the presentation stimulus and the initiation of the response speed and movement and quick reactions are prized qualities in athletics. Coaches are frequently hard to praise certain players or an entire team for their quickness. In football a player who is extremely fast poses a constant threat to break away for the long time; in base ball the fast runner causes hurried throws and adjustments in pitching and defensive strategy, the full court press is a patent weaken in basket ball if a team has the speed of movement shall thus be defined “as the rate of which a person can propel his body, or part of his body through space.

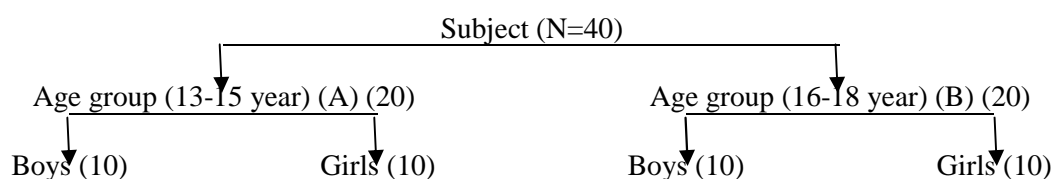
While Reaction time was initially through out to be a rather and easily measured phenomenon, it has been shown to be influenced by a number of variables. Strictly speaking an individual cannot be described a having a single reaction time without specifying the conditions under which he is being tested. Some of the factors which have been found to influence Reaction time are the following:

1. Sense of gum involved
2. Intensity of stimulus
3. The preparatory set
4. General muscular tension
5. Motivation
6. Practice
7. The response required
8. Fatigue
9. Motivation

Methodology

In this chapter selection of subject, ethical consideration, variables and tests, Criterion measures, testing techniques, collection of data, reliability of data, statistical techniques for the analysis of data has been described.

i. The Subject :



ii. Criterion Measures

The criterion measures chosen are:

- i) Reaction time was measures by using the Nelson test Reaction test the score was recorded the sum of the middle ten (10) score out of twenty (20) trails.
- ii) Speed of movement measures by using Nelson Speed of movement test. The score was recorded the sum of middle ten (10) score out of Twenty (20) trails.

Analysis and Interpretation of Data

i) Analysis of Data :

The statistical analysis of the data has been presented in this chapter. The selected performance related fitness were collected on forty (40) teen ager belonging to different age group. All the forty subject were divided into two category (ie. 13-15 ear group and 16-18 years group) i.e. 20 in each category out of each 20 subjects content ten (10) boys and ten (10) girls.

To observe the differences between all categories on their selected variable name Foot Reaction time and Speed of movement the data was analyzed using the mean, standard deviation, correlation and student “t” test. The level of significance was set at point 0.05 level.

ii) Findings :

Section One :

The finding pertaining to all the categories have been given. To study characteristics of Foot Reaction time and Speed of movement belonging to different age group of the teen ager children. Mean standard deviation computed and result per trainers to that have been presented in tables. 1,2,3,4.

Table 1. Descriptive statistics of Foot Reaction time and Speed of movement of group A (13-15 years) boys Mean for boys

Performance related Physical Fitness	Levels	N	Mean	Mean Deviation	Standard Deviation
Foot Reaction Time	(13 -15 years)	10	0.190	0.003	0.005
Speed of Movement	(13-15 years)	10	0.193		0.007

Fourth and sixth column of table no. 1 clearly indicates the mean and standard deviation of performance related variables (Foot Reaction time and Speed of movement) of the group A (13-15 years) school going boys. The observed mean and standard deviation of Foot Reaction time 0.190 ± 0.005 and mean and standard deviation speed of movement boys were 0.193 ± 0.007 .

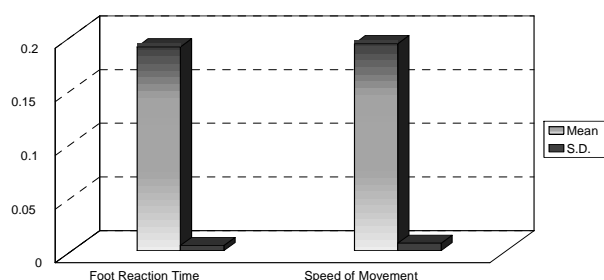
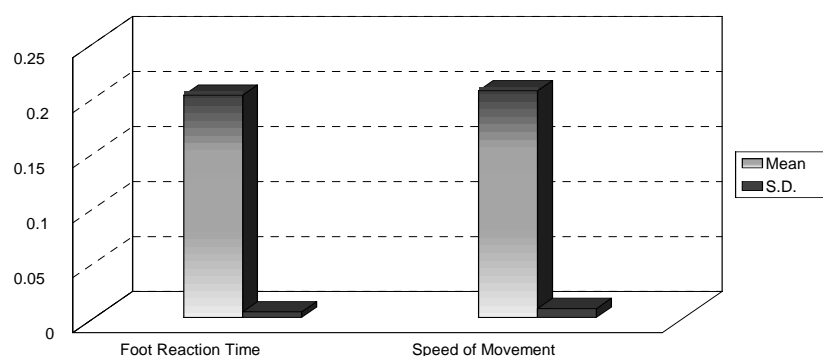


Fig. 1 : Graphical Representation of Foot Reaction Time and Speed of Movement of Group A (13-15 years) Boys

Table 2. Descriptive statistics of Foot Reaction time and Speed of movement of group A (13-15 years) girls Mean for girls

Performance related Physical Fitness	Levels	N	Mean	Mean Deviation	Standard Deviation
Foot Reaction time	(13-15 years)	10	0.202	0.004	0.005
Speed of movement	(13-15 years)	10	0.206		0.008

Fourth and sixth column of Table 2 clearly indicates the mean and standard deviation of performance related variables (Foot Reaction time and Speed of movement) of the group A (13-15 years) school going girls. The observed mean and standard deviation of Foot Reaction time 0.202 ± 0.005 and mean and standard deviation Speed of movement girls were 0.206 ± 0.008 .

**Fig. 2 : Graphical representation of Foot Reaction time and Speed of Movement of Group A (13-15 years) Girls****Table 3. Descriptive Statistics of Foot Reaction Time and Speed of Movement of Group B (16-18 years) boys Mean for boys**

Performance related Physical Fitness	Levels	N	Mean	Mean deviation	Standard deviation
Foot Reaction time	(16-18 years)	10	0.189	0.001	0.005
Speed of movement	(16-18 years)	10	0.188		0.006

Fourth and sixth column of Table 3 clearly indicates the mean and standard deviation of performance related variables (Foot Reaction time and Speed of movement) of the group B (16-18 years) school going boys. The observed mean and standard deviation of Foot Reaction time 0.189 ± 0.005 and mean and standard deviation speed of movement boys were 0.188 ± 0.006 .

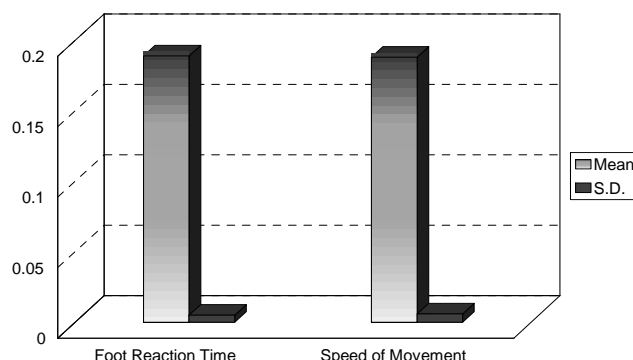


Fig. 3 : Graphical Representation of Foot Reaction time and Speed of Movement of Group B (16-18 years) Boys

Table 4. Descriptive Statistics of Foot Reaction Time and Speed of Movement of group B (16-18 years) Boys Mean for Girls

Performance related Physical Fitness	Levels	N	Mean	Mean Deviation	Standard Deviation
Foot Reaction time	(16-18 years)	10	0.205	0.001	0.005
Speed of movement	(16-18 years)	10	0.204		0.003

Fourth and sixth column of table no. 4 clearly indicates the mean and standard deviation of performance related variables (Foot Reaction time and Speed of movement) of the group B (16-18 years) school going girls. The observed mean and standard deviation of Foot Reaction time 0.205 ± 0.005 and mean and standard deviation Speed of movement girls were 0.204 ± 0.003 .

Section two deals with the comparison of Foot Reaction time and Speed of movement of the teen age school going children. The observed differences among the school going children group A (13-15 years) and group B (16-18 years) level, the correlation of coefficient (r) and student "t" test was adapted and result pertaining to have been presented in tables 5-12.

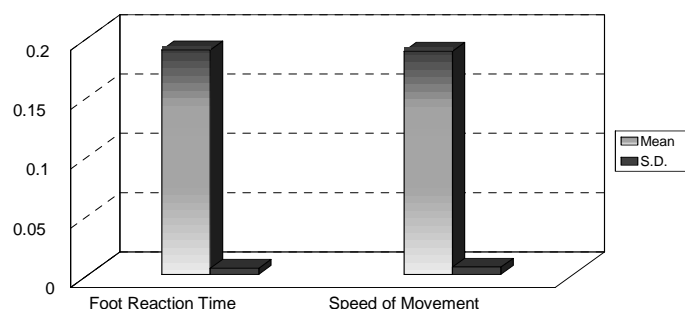


Fig. 4 : Graphical Representation of Foot Reaction Time and Speed of Movement of Group B (16-18 years) Girls

Table 5. Correlation of Ccoefficient of Group A (13-15 years) Boys in relation to Foot Reaction Time and Speed of Movement

Correlation of Boys

Variables	Levels	N	"r" value	Type
Foot Reaction time	(13-15 years)	10	0.2622	Non significance
Speed of movement	(13-15 years)	10		

Tab $r = 0.05$ and $r = 0.444$

It appears from the table no. 5 the computed value of " r " = 0.2622 among different level of boys school going children. This r value is lesser than tabulated, " r " at 0.05 level. There for Null hypothesis among different level.

Table 6. Correlation of Coefficient of Group A (13-15 years) Girls in relation to Foot Reaction Time and Speed of Movement

Correlation of Girls

Variables	Levels	N	"r" value	Type
Foot Reaction time	(13-15 years)	10	0.812	Significance
Speed of movement	(13-15 years)	10		

Tab $r = 0.05$ and $r = 0.444$

It appears from the table no. 6 the computed value of " r " = 0.810 among different level of girls school going children. This r value is greater than tabulated, " r " at 0.05 level. There for Accept hypothesis among different level.

Table 7. Correlation of Coefficient of Group B (16-18 years) Boys in relation to Foot Reaction Time and Speed of Movement**Correlation of Boys**

Variables	Levels	N	“r” value	Type
Foot Reaction time	(16-18 years)	10	0.977	Significance
Speed of movement	(16-18 years)	10		

Tab $r = 0.05$, and $r = 0.444$

It appears from the table no. 7 the computed value of “r” = 0.977 among different level of boys school going children. This r value is greater than tabulated, “r” at 0.05 level. There for Accept hypothesis among different level.

Table 8. Correlation of Coefficient of Group B (16-18 years) Girls in relation to Foot Reaction Time and Speed of Movement**Correlation of Girls**

Variables	Levels	N	“r” value	Type
Foot Reaction time	(16-18 years)	10	0.604	Significance
Speed of movement	(16-18 years)	10		

Tab $r = 0.05$, and $r = 0.444$

It appears from the table no. 8 the computed value of “r” = 0.604 among different level of girls school going children. This r value is greater than tabulated, “r” at 0.05 levels. There for Accept hypothesis among different level.

Table 9. Student “t” test of the group A (13-15 years) boys and girls in relation to their Foot Reaction time**“t” test of Boys & Girls**

Variables	Levels	N	“t” test	Type
Foot Reaction time (boys)	(13-15 years)	10	0.30	Significance
Foot Reaction time (girls)	(13-15 years)	10		

“t” value significance at 0.05 level was 2-10.

It appears from the table no. 9 that the computed value of “t” = 8.30 among the Foot Reaction time of the group A (13-15 years) boys and girls school going children. The “t” value is greater then the “t” at 0.05 level. So It is Accept the hypothesis at 0.05 level.

Table 10. Student “t” test of the Group A (13-15 years) Boys and Girls in relation to their Speed of Movement**“t” test of Boys & Girls**

Variables	Levels	N	“t” test	Type
Speed of Movement (boys)	(13-16 years)	10	0.001	Not Significance
Speed of Movement (girls)	(13-16 years)	10		

“t” value significance at 0.05 level was 2.10.

It appears from the table no. 10 that the computed value of “t” = 0.001 among the first reaction

time of the group A (13-16 years) boys and girls school going children. The “t” value is lesser than the “t” at 0.05 level. So It is Null hypothesis at 0.05 level.

Table 11. Student “t” test of the Group B (16-18 years) Boys and Girls in relation to their Foot Reaction Time

“t” test of Boys & Girls				
Variables	Levels	N	“t” test	Type
Foot Reaction Time (boys)	(16-18 years)	10	5.93	Significance
Foot Reaction Time (girls)	(16-18 years)	10		

“t” value significance at 0.05 level was 2.10.

It appears from the table no. 11 that the computed value of “t” = 5.93 among the first reaction time of the group B (16-18 years) boys and girls school going children. The “t” value is greater than the “t” at 0.05 level. So It is Accept the hypothesis at 0.05 level.

Table 12. Student “t” test of the Group B (16-18 years) Boys and Girls in relation to their Speed of Movement

“t” test of Boys & Girls				
Variables	Levels	N	“t” test	Type
Speed of Movement (boys)	(16-18 years)	10	4.33	Significance
Speed of Movement (girls)	(16-18 years)	10		

“t” value significance at 0.05 level was 2.10.

It appears from the table no. 12 that the computed value of “t” = 4.33 among the first reaction time of the group B (16-18 years) boys and girls school going children. The “t” value is greater than the “t” at 0.05 level. So it is Accept the hypothesis at 0.05 level.

iii) Discussion of Finding

Foot Reaction Time :

The result of the study revealed significance differences was found among the school going boys and girls in all different age group.

According to the result of the study the Reaction ability of the boys was greater than the girls.

This might be because of the different type of the conduction velocity of nerve impulse and construction of muscle type.

On the other hand there were highly correlation has been found in between Foot Reaction time and Speed of movement of the girls but in case of boys there was also found positive correlation was found in between Foot Reaction Time and Speed of movement. It was not significance at 0.05 level.

Kathetine and Tzawbaxis (1999) were also found positive correlation in between Foot Reaction time and Speed of movement. So the finding could also be generalized in this regarded.

Speed of Movement :

The result of the revealed significance difference was found among the school going boys and girl all different age group.

According to the result of the study the Speed of movement ability of group A (13-15 years)

children was not significant but in case of group B (16-18 years) children, there was significant difference was found.

This might be because of the secondary sex characteristics were fully developed in 16-18 years age of the female. In the 5 age the pelvic girdle of female is wider than the male. That's why the speed of movement was decreased according to the increments of age.

A lot of work done by Prof. A. Yobu (1974) about the Reaction time. He was concluded that the Reaction time of Male was greater than Female. This study was also supported the statement.

On the other hand in all cases there was significant positive correlation has been found, respectively group A girls and group - B boys and group B girls and group A boys shows positive correlation but not significant.

Conclusion

However considering the limitation of present study and on the basis of finding the following specific conclusion may be drawn.

1. There was significant difference of Foot Reaction time in between the boys and girls student at 13-15 years age group.
2. There was also significant difference of Foot Reaction time in between the boys and girls student at 16-18 years age group.
3. There was no significant difference of Speed of movement in between the boys and girls student at 13-15 years age group.
4. But there was significant difference of Speed of movement in between the boys and girls student at 16-18 years age group.
5. In the following study, there was significant positive correlation was found in between the Speed of movement and Foot Reaction time of the teen age girls' student at 13-15 years age group.
6. But, there was no significant correlation was found in between the Speed of movement and Foot Reaction time of the teen age boys student at 13-15 years age group.
7. There was significant positive correlation was found in between the Speed of movement and Foot Reaction time of the teen age boys student at 16-18 years age group.
8. There was also significant positive correlation was found in between the Speed of movement and Foot Reaction time of the teen age girls student at 16-18 years age group.

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THE RELATIONSHIP STUDY BETWEEN SELECTED PERFORMANCE RELATED FACTOR AND PERFORMANCE IN KHO-KHO

Anirban Misra & Suparna Paul

Research Scholars, Department of Education, Jadavpur University, West Bengal

Kenaram Sarkar & Kanoj Kumar Biswas

M. P. Ed. IV Semester Students, Department of Physical Education, University of Kalyani

Abstract

Every country has its own cultural heritage game and sports are considered as the part of cultural of a race. KHO Kho is known as a folk game. Kho-kho is one of the most popular game of India. It's played expressively in our country. Kho-kho is an indigenous team game of our country. The game is being played enthusiastically in different parts of the country. Specially in rural areas day by day it is becoming more popular game. This is a game which demand high level of fitness including strength, speed endurance, agility etc. Twenty male University level kho-kho players within the age group of 20-23 years were chosen from different areas of west Bengal as subjects for the present study. To conduct the present study the following criterion measures were taken. Age Height and Weight as personal data and Performance Factors are Endurance, Agility, Speed. Results revealed that the male Kho-Kho players have high Performance Factor individuals.

Key Words : Agility, Endurance, Performance, Fitness parameters

Introduction

Every country has its own cultural heritage game and sports are considered as the part of cultural of a race. Every country has its own game & sports. They are known as folk game. This game expresses the social attitude and social value, mode of recreation and attitude for maintain of fitness. The game was 1st started at Maharashtra. The father of Kho-kho was Bhai Nururkar.

Kho-kho is one of the most popular game of India. It's played expressively in our country. This is a game which demand high level of fitness including strength, speed endurance, agility etc.

The game of Kho-kho is simple and expensive. It's a small area game. This game is played in School College, around our country. This game is played is completed game at different game, district, state, national, international.

The selected parameters of physical fitness are very essential for the game Kho-kho. This parameters and performance and been the focus of the study and research for sports scientists. Performance is based on the particular parameters.

Kho-kho is or indigenous team game of our country. The game is being played enthusiastically in different parts of the country. Specially in rural areas day by day it is becoming more popular game.

Kho-kho game has new becoming more scientifically based. Traditionally accepted methods are contently remained and remodeled through analysis and scientific investigation.

The standard of the performance of this game are becoming higher and higher and therefore

scientific technique and systematic training are must important to achieve higher level of performance.

The present study has been undertaken to have an understanding of the B.P.Ed students regarding the type of physical structure and characteristics.

Methodology

The Subject :

Twenty males of University students were selected as subject on the basis of their performance in respective games for the present study. All of them were represented university or national tournaments. The age of the subject ranges from 20-25 years.

Variables Studies :

- 1) Speed (50 mt. dash).
- 2) Endurance (600 mt run).
- 3) Agility (4 × 10 mt. shuttle run).

Instruments and Tools used :

- i) A weighting machine for measuring body weight.
- ii) Steel tape graduated in c.m. was used to measure height.
- lii) A Kho-kho court for judging the performance.
- iv) Stop watch.

Analytical Procedure :

The collected data were computed by statistical procedure mean, and SD and correlation.

Result and Discussion

Table 1. Mean, SD of Age, Height and Weight of the Subjects

Variables	Age	Height	Weight
Mean	23.3	162.43	55.25
S.D.	2.54	15.32	6.82

Table 2. Mean, SD of 600 mt Run and Correlation between Kho-kho Performance and 600 mt Run

Parameter	Mean Value	S.D	Mean Difference	Correlation	Remarks
Kho-kho Performance	6.25	4.36	2.56	0.51	Significant*
600 mt	3.69	1.31			

*Significant at 0.05 level

The mean & SD of Kho-kho performance and 600 mt. run and their correlation were presented in table. It is revealed from the Table 1 that the mean value of Kho-kho performance was 6.25 and the mean value of 600 mt. run was 3.69 correlation. Significant correlation was found between Kho-kho performance and 600 mt run because the subjects were high performer.

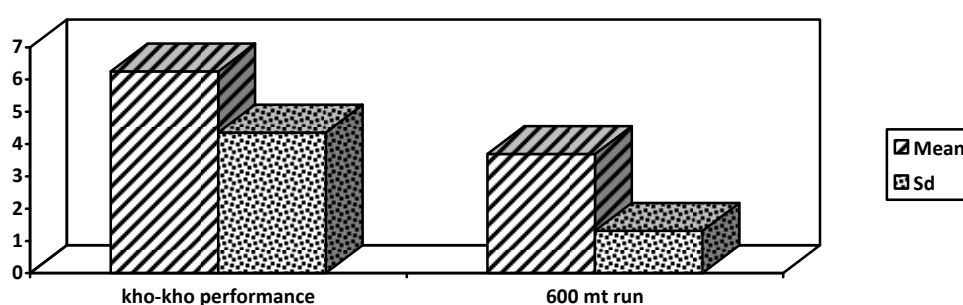


Fig. 1 : Mean & SD of 600 mt Run and Kho-kho Performance

Table 3. Mean SD of 600 mt run and Correlation of the Kho-kho Performance and 4 × 10 mt Shuttle Run

Parameter	Mean value	SD	Mean difference	Correlation	Remarks
Kho-kho Performance	6.25	4.36	0.44	0.55	Significant*
4 × 10 mt shuttle	6.69	3.31			

*Significant at 0.05 level.

The mean SD of Kho-kho performance and 4 × 10 mt shuttle run and their correlation were presented in table. It is revealed from the Table 3 that the mean value of Kho-kho performance was 6.25 and the mean value of 600 mt run was 6.69 correlation of this group is 0.55.

No significant correlation was found between Kho-kho performance 600 mt run because the subjects were not high level performer.

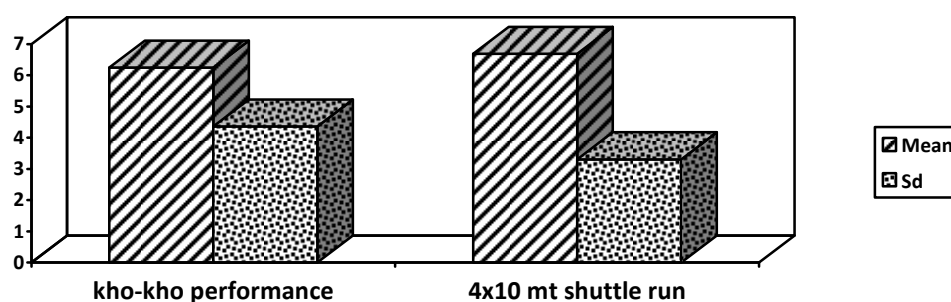


Fig. 2 : Mean & SD of the Kho-kho Performance and 4 × 10 mt Shuttle Run

Table 4. Mean & SD of 600 mt run and Correlation of the Kho-kho Performance and 600 mt.

run.					
Parameter	Mean value	S.D	Mean difference	Co-relation	Remarks
Kho-kho Performance	6.25	4.36	0.86	0.59	Significant*
50 mt run	7.11	4.59			

*Significant at 0.05 level.

The mean, SD of Kho-kho performance and 50 mt. run and their correlation were presented in table. It is revealed from the Table 4 that the mean value of Kho-kho performance was 6.25 and the mean value of 50 mt. run was 7.11 correlation of this group was 0.59.

Significant co-relation was found between Kho-kho performance and 50 mt run because the subjects were high level performer .

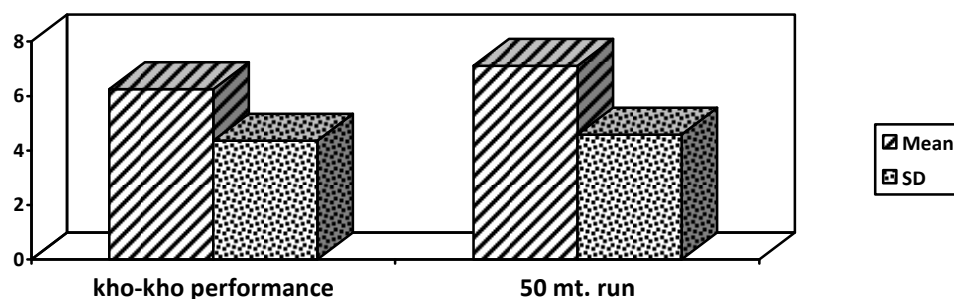


Fig. 3 : Mean & SD of 600 mt run and Correlation of the Kho-kho Performance

Conclusion

Considering the limitation of present study and on the basis of finding the following specific conclusion may be drawn.

1. The relationship between performance in Kho-kho & 600 mt run is highly correlated.
2. The relationship between performance in Kho-kho and 4 × 10 mt. shuttle run, is highly correlated.
3. The relationship between performance in Kho-kho and 50 mt. run, is highly correlated.

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A COMPARATIVE STUDY ON PHYSICAL CHARACTERISTICS AND PERFORMANCE

RELATED FITNESS BETWEEN FOOTBALLERS AND CRICKETERS

Dr. Atanu Ghosh

Assistant Teacher, Kalyani University Experimental High School, Kalyani, Nadia, West Bengal

Dr. Madhab Chandra Ghosh

**Associate Professor, Department of Physical Education, University of Kalyani,
Kalyani, Nadia, West Bengal**

Introduction

Physique and fitness are two basic dimensions of individual difference. These are two basic characteristics that determine performance ability and behavioural pattern of individuals. Performance structure of different games and sports indicates different types of demands from the participants to be able to achieve high level of performance. This indicates that the football players are different from other game players like volleyball players, cricket players and track & field athletes with respect to the physique and fitness.

Performance related fitness has been identified as that part of motor fitness which helps an individual to achieve high level of performance in movement activities depending on the components mostly hereditary in nature. Performance related fitness requires the abilities necessary for proficient execution of sports skill. The performance related components are speed, power, balance, coordination, agility and reaction time.

Modern approach has initiated game specific investigation to analyse the physique and fitness of the participants. The results provide game specific profile which is used for selection of athletes as well as for training. Present study is an attempt in this direction. The basic purpose here was to study the physique and motor fitness profile of football and cricket players and to analyse the difference if any.

Purpose of the Study

The purpose of the present study were as follows :

1. To find out the difference in physical parameters between footballers and cricketers.
2. To observe the difference in performance related fitness between footballers and cricketers.

Subject :

A total of 90 subjects were selected. Out of them 45 were university level footballers and rest were university level cricketers.

Criterion Measure :

For the present study physical parameters and performance related fitness parameters were selected as the measuring criteria.

Among physical parameters the selected ones were height, weight and BMI. In addition to this, chronological age was also considered for investigation in this study. In performance related fitness the selected parameters were locomotor speed, leg explosive strength and agility.

Instrument and Tools used :

For collecting data the following instruments and tools were used.

Instruments :

- i) Anthropometer : Anthropometer was used for measuring body height.
- ii) Weighing machine : Weighing machine was used for measuring body weight.
- iii) Stop watch : Manually operated digital stopwatch was used to measure time.

Tools :

- i) Standing Broad Jump Test : Standing Broad Jump test was used to measure Leg Explosive Strength.
- ii) Shuttle Run Test : 4 × 10 yds. Shuttle run test was used for measuring agility.
- iii) 50 yds Dash Test : 50 yds Dash Test was used to measure speed.
- iv) School Final Pass Certificate : Date of birth as evident from MP Certificate was used to calculate chronological age.

Experimental Design :

In the present study parallel group design was used. There were two group of subjects – Footballers and Cricketers were compared in somatotyping, physical characteristics, performance related fitness and personality factors.

Analytical Procedure :

The obtained data in form of digital scores were treated statistically to get results and to draw conclusions. The mean and standard deviation were calculated as descriptive statistics. Statistical significance of two group mean difference was tested by t-test.

Result and Discussion :**Physical Profile of the Subjects :**

In the present study the physical profile of the subjects was assessed by analysing parameters of height, weight and BMI. Age was considered for analysis because of its direct influence on above parameters. Mean values of all these selected parameters have been presented in Table – 1.

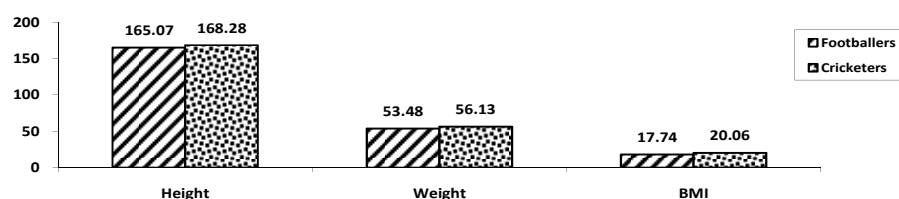
Table 1. Mean values of age and the selected physical parameters of the subjects

Group	Age (Yrs.)		Height (cm)		Weight (Kg)		BMI (Kg/m ²)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Footballers	19.25	0.50	165.07	5.1	53.48	2.3	17.74	2.21
Cricketers	18.62	0.42	168.28	5.4	56.13	2.6	20.06	3.46

From the table values it was clear that cricketers were slightly younger than the footballers. The mean height and weight were higher in favour of cricketers. From the table values it was also clear that BMI of cricketers were higher than footballers. So, it was clear from the table value that

cricketers were more taller and heavier with more BMI than footballers.

Fig. 1 represents the mean values of the selected physical parameters of both groups of subjects in form of bar diagram.



The inter-group difference in the mean values of footballers and cricketers groups in selected physical parameters is clearly understood from this figure.

For indepth analysis the statistical significance of the difference between means for these selected physical parameters namely height, weight and BMI was tested using statistical 't' test. Table – 2 shows the results.

Table 2. Testing significance of mean difference between footballers and cricketers groups in physical parameters

Physical Parameter	Mean		Mean Difference	N	df	t-value	Sig. level
	Footballers	Cricketers					
Height (cm)	165.07	168.28	3.21	90	88	2.90	Sig. at 0.01
Weight (kg)	53.48	56.13	2.65	90	88	5.12	Sig. at 0.01
BMI (kg / m ²)	17.74	20.06	2.32	90	88	3.79	Sig. at 0.01

Table value of t for df 88 is 1.99 at 0.05 and 2.63 at 0.01 levels of significance.

The table values indicate that for all the selected physical parameters mean values of cricketers group of subjects were greater than the footballers.

Therefore, it was confirmed that the differences for all the selected physical parameters were statistically significant in favour of cricketers. So, the data of the present study confirmed that the cricketers were taller, heavier and with more BMI than footballers.

Table 3. Mean values of selected motor fitness components of rural and urban groups

Group	SBJ (cm.)		Shuttle Run (sec.)		50 Yard dash (sec.)	
	Mean	SD	Mean	SD	Mean	SD
Footballers	218.65	17.16	9.98	0.12	6.51	0.15
Cricketers	205.18	18.26	10.23	0.15	7.62	0.14

It is seen from the table values that mean SBJ of footballers were higher than cricketers. So the footballers were better in leg explosive strength than cricketers. In shuttle run and 50 yds dash footballers take less time than cricketer. As lesser time indicate better performance. So, it is clear from the table value that footballers were better in all the selected motor fitness components than the cricketers.

The mean values of selected motor fitness components of footballers and cricketers have been shown in figure 2 and figure 3.

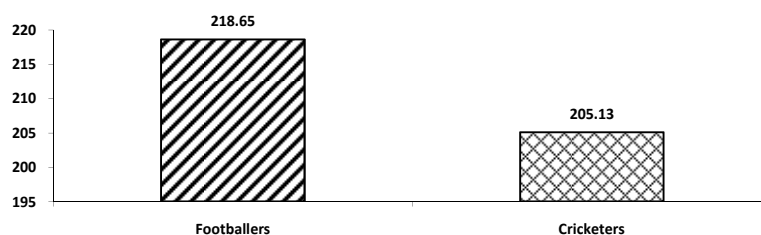


Fig. 2 : Mean values of selected motor fitness components (Standing Broad Jump) of footballers and cricketers

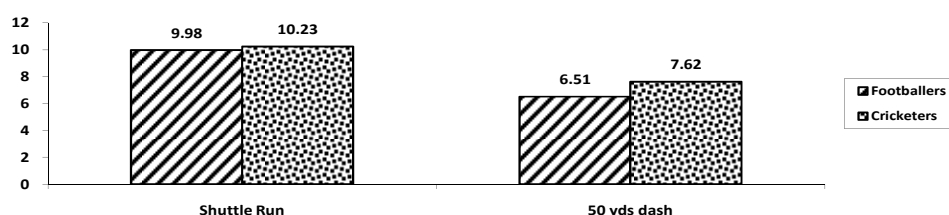


Fig. 3 : Mean values of selected motor fitness components (Shuttle Run and 50 Yard Dash) of footballers and cricketers

In order to test the statistical significance of the difference between two means for different motor fitness parameters, t-test was used. Table 4 shows the results.

Table 4. Testing significance of mean difference between footballers and cricketers in motor fitness

Physical Parameter	Mean		Mean Difference	N	df	t-value	Sig. level
	Footballers	Cricketers					
Leg Explosive Strength (SBJ) cm.	218.65	205.13	13.52	90	88	3.62	**
Agility (Shuttle run) sec.	9.98	10.23	0.25	90	88	8.73	**
Speed (50 yrds dash) sec.	6.51	6.85	0.34	90	88	11.12	**

** Sig. at 0.01

From the table value it is clear that all the selected motor fitness components were statistically significant in favour of footballers. So, the data for the present study confirmed that the footballers were better in performance related fitness than cricketer.

Conclusion

On the basis of above results following conclusions are drawn :

1. Physical structure of university level cricketers is greater in height and weight.
2. University level Cricketers possess more BMI.
3. The motor fitness of university level footballers is better than the university level cricketers.

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SOCIAL NETWORKING – IMPACT ON BUSINESS

Achinta Kumar Das

**Assistant Teacher, Shyamnagar Kzantichandra High School,
North 24 Pgs, West Bengal, Email : achinta_kumardas@rediffmail.com**

Abstract

Social Networking sites connect people in a new dimension. Entrepreneurs use these sites for advertisement and customer relationship. There are so many advantages and disadvantages to use the sites but the business concern should use the sites in a proper way. Social networking system is a very popular way for communication. People can share their information. Business firm are not far from this system. Online social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, identify other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. They are simply websites that allow you to maintain relationships with friends online, sharing and talking about common interests. Some social networking websites are internal (private) and some are external (public). The use of social network services in an enterprise context presents the potential of having major impact on the world of business and work. Social networks connect people at low cost; this can be beneficial for entrepreneurs and small businesses looking to expand their contact bases. These networks often act as a customer relationship management tool for companies selling products and services. Companies can also use social networks for advertising in the form of banners and text ads. Since business operates globally, social networks can make it easier to keep in touch with contacts around the world. One example of social networking being used for business purposes is LinkedIn.com, which aims to interconnect professionals. LinkedIn has over 40 million users in over 200 countries.

Websites :

1. Facebook and MySpace are the most well-known examples.
2. Blogs such as wordpress.com and livejournal.com
3. Widget or component based- Provides software application and components.
4. Aggregation/combination of information: collection of information e.g., Download.com
5. Content sharing and business: users share and discuss personal and professional contents e.g., orkut and facebook.
6. Collaborative filtering: Data is filtered to have a focused content e.g., last.fm, in.fm
7. You CPA Congress 2008 websites at cpacongress.ning.com is an example of a private social network

Common Impact :

Productivity Losses :

1. Addictive and time-consuming.
2. Over-use during work time is a genuine issue.
3. Can actually increase the productivity and effectiveness for some roles.

Legal Risks

1. Generally employers can monitor their employee's web use and email, but notice is needed. Can

result in legal liability

2. Potential for legal liability due to customer actions

History of Social Networking Site :

- FACEBOOK- This social networking service launched in February, 2004. It was founded by Mark Zuckerberg. f allows any users who declare themselves to be at least 13 years old to become registered users of the site.
- MYSPACE- Launched in August 2003 with a strong music emphasis owned by Specific Media LLC. MySpace has a significant influence in pop culture and music.
- HI5- It is based in San Francisco, California. This social networking site founded in 2003 by Ramu Yalamanchi.
- TWITTER- It was created in March 2006 by Jack Dorsey. Total registered users are 500 million.

Advantage of Social Networking in Business :

- Brand building
- Connecting with current customers
- Finding new customer
- Open communication, leading to enhanced information discovery and delivery
- Understanding consumer satisfaction
- Low cost- These sites are free to use and put you in direct contact almost any cost.
- Shop-ability
- Gathering product or services innovation insights
- B2C sales relationship
- Services associated with product to drive differentiation
- Allows employees to discuss ideas, post news, ask questions and share links.
- Expands market research, implements marketing campaigns, delivers communications and directs interested people to specific web sites.

Disadvantage of Social Networking in Business :

- Opens up the possibility for hackers to commit fraud and launch spam and virus attacks.
- Increases the risk of people falling prey to online scams that seem genuine, resulting in data or identity theft.
- May result in negative comments from employees about the company or potential legal consequences if employees use these sites to view objectionable, illicit or offensive material.
- Potentially results in lost productivity, especially if employees are busy updating profiles, etc.

Business Social Networking should be :

- Defines what social networking is particular to your organization, so employees know exactly what is meant by the term.
- Establishes a clear and defined purpose for the policy.
- Communicates benefits of social networking and of having a policy.

- Provides a clear platform for educating employees.
- Takes into consideration any legal ramifications of not following laws.
- Refers to confidentiality of employer trade secrets and private or confidential information. Talks about productivity in terms of social networking.
- Provides guidance regarding social networking outside of company time/property that could be associated with the company, employees or customers. Some employers may prohibit posting of company information on social networking sites without explicit consent.
- Provides examples of policy violations.
- Outline disciplinary measures to be taken for policy violations.

But Don't :

- Don't mix up personal and business accounts
- Don't share too much
- Don't blog other people's stuff
- Don't send invites to everyone
- Don't yelp back at critics
- Don't write your own reviews

The importance of social networking is increasing rapidly. It is time to decide whether business can take advantage today or whether you'd prefer to stay on the beach and wait until the waters are calmer. The impact on business as under

- a) Business will change the way of communication
- b) Business will change their vision
- c) Business will change their organisation
- d) Collective intelligence and customer experience will lead innovation
- e) Networking will be key to employee excellence
- f) Employee mobility will increase
- g) Business will adapt their motivation and career path systems
- h) Social Networking may allow increased revenue

Pro-active Customer Service	Marketing	Sales	Product innovation
Focus	Focus	Focus	Focus
Sentiment analysis Identification of issues Escalation & resolution Respond & engage	Sentiment analysis Respond & engage Cultivate advocates Social campaigns	Lead generation Customer acquisition Customer retention	Product and service development Customer idea & feedback management

Recent Trends

“The number of social media users in urban India reached 62 million by December 2012 and it is estimated to reach 66 million by June 2013, a report on social media in India by the Internet and Mobile Association of India (IAMAI) and Indian Market Research Bureau (IMRB) said. The report said about 74 per cent of all active Internet users in urban India use social media.”- The Indian

Express, Monday, 25 March 2013.

“US corporations are expected to increase their spend on digital marketing from 2.5% of revenue to 9% in 2013.”- The Economic Times, 22 March 2013.

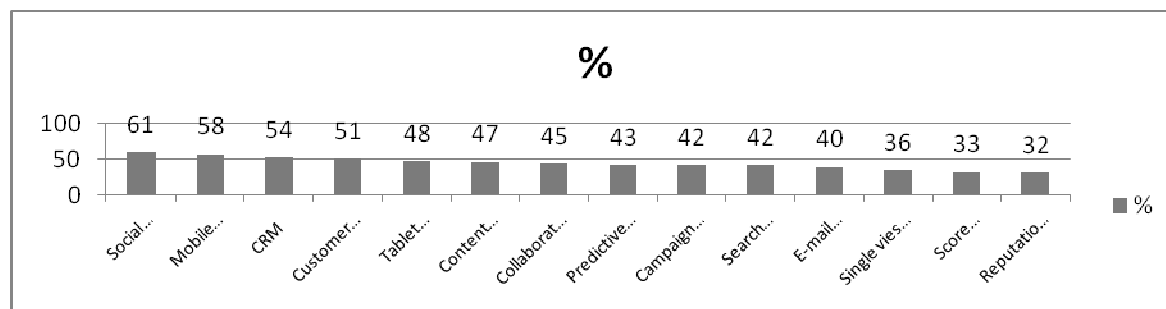
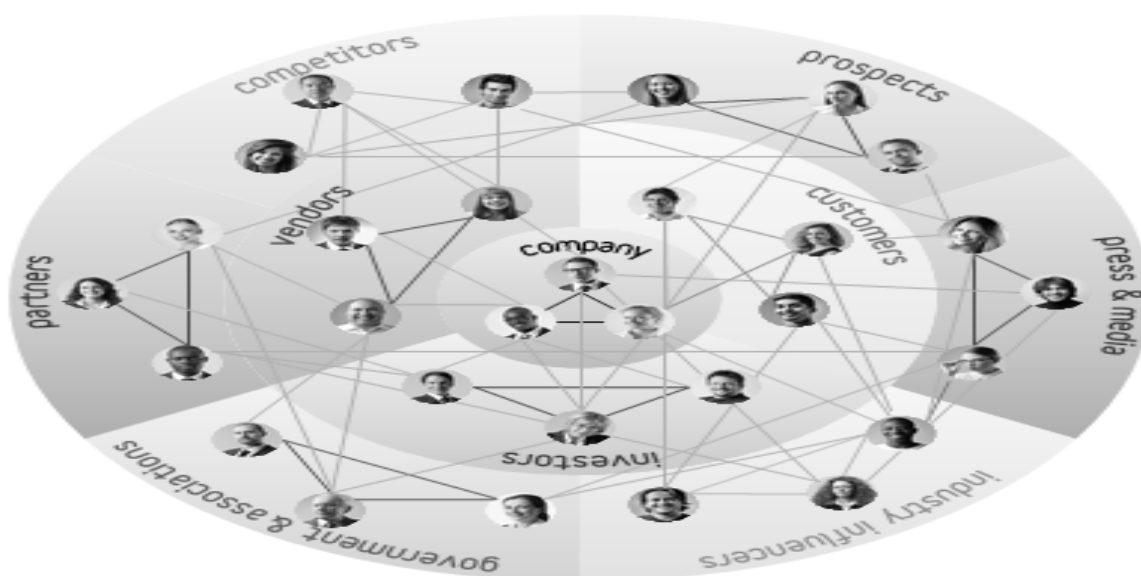


Fig. 1 : Percentage of Firms Planning to Increase Spends in Different Sectors



Conclusion

The impact of social networking in business is important but there is a gap between policy and implementation. Business should use these sites after deducting the drawbacks for smooth customer relationship. Different regulating agencies are watching the system. You can buy the product in a friendly way but you should verify the friendship.

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THE SPECIAL ECONOMIC ZONE (SEZ) AT THE FACE OF NEW DIRECT TAX CODE**Dr. Kajalbaran Jana****Assistant Professor of Commerce, Tamralipta Mahavidyalaya, Tamluk,
Purba Medinipur, West Bengal, Email : jkajalbaran@yahoo.com****Abstract**

The Special Economic Zone (SEZ) remains focal point during so called industrialization move in various states in our country. It brings lots of controversy from its very inception in our country and abroad. On the other hand DTC aims at simplified tax structure in our country in a specific orientation. In view to the above the DTC on SEZ affects a lot towards its main theme as declared in its act in 2005. In this paper it is pointed out that Govt. of India tries through DTC to counterbalance the controversy arisen regarding SEZ in our country, although the entrepreneurs in SEZ are thinking otherwise. They think it as threats to the SEZ's main theme.

Key Words : Indian Economy, Special Economic Zone, Direct Tax

Special Economic Zone (SEZ) creates lots of controversy in the recent years. Movers for economic liberalization favours SEZ for promoting development of the country, where as others refer it as a mechanism for oppressions to the toiling mass by the capitalist. Whatever may be the objectives fulfilled by SEZ in our country it is treated as a tool for industrialization by various state govt. even ruled by left who are by principle against various provisions under SEZ. To see the revised discussion paper to the DTC it may be felt that lots of hue and cry and theoretical discussion is undergoing with the SEZ may some how influenced our policy maker to curb down some specialty from the SEZ by DTC.

Existing Provisions for SEZ Units

- Profit-based tax incentives – 15 years Tax Holiday
 - 100% for First 5 years;
 - 50% for Next 5 years; and
 - 50% for Balance 5 years, subject to specified investments
- Exemption from MAT

Under the existing provisions of the Income-tax Act, 1961 (the Act), profit based deduction is available to an undertaking developing, operating and maintaining a SEZ notified on or after April 1, 2005 under provisions of the Special Economic Zone Act 2005. Further, incase a Developer developing such SEZ on or after April 1, 2005 transfers the operation and maintenance of such SEZ to another Developer (i.e. Transferee Developer), the Transferee Developer becomes entitled to deduction for the remaining period of the 10 consecutive years.

In addition to the profit based deduction, an SEZ Developer is also currently exempt from the applicability of Minimum Alternate Tax liability and Dividend Distribution Tax.

DTC on SEZ

Although DTC has been working its activities, still I think it is now being a mere code rather being an Act. So I use DTC (Direct Tax Code) instead of DTA (Direct Tax Act).

DTC has proposed to bring a paradigm shift in granting tax incentives to SEZ Developers. The DTC has proposed to substitute the profit based incentives prevalent under the existing provisions of the Act with the expenditure / investment based deductions for SEZs notified on or after April 1, 2012. It has also provided for grandfathering of existing profit based deduction to SEZs notified on or before March 31, 2012 for the unexpired deduction period. However, SEZ Developers irrespective of the date of notification of their SEZs shall no longer enjoy the exemption from Minimum Alternate Tax liability and Dividend Distribution Tax under the DTC. The impact of DTC for SEZs notified on or before March 31, 2012 and on or after April 1, 2012 have been summarized as under:

SEZs notified on or before March 31, 2012

- Profit based deduction under section 80-IAB of the Act would be grandfathered under DTC for the balance unexpired period out of the prescribed 10 years
- While computing profits eligible for deduction, the methodology prescribed under Schedule 12 of the DTC shall be applicable. However capital expenditure as well as expenditure incurred prior to the commencement of business shall not be allowed
- Conditions specified under section 80-IAB for availing tax deduction shall continue to be applicable
- Minimum Alternate Tax and Dividend Distribution Tax exemptions shall not be available once the DTC comes into force.

SEZs notified on or after April 1, 2012

- SEZ Developers shall be eligible for claiming expenditure / investment based deduction
- Profits shall be gross earning as reduced by business expenditure in accordance with Schedule 12 of the DTC
- Capital expenditure and expenditure incurred prior to commencement of business shall be allowable as business expenditure, except expenditure incurred on acquisition of any land including long term lease, goodwill or financial instrument
- Minimum Alternate Tax and Dividend Distribution Tax exemptions shall not be available.

Impact

- Profit-based tax incentives to be discontinued
- Expenditure / investment-based incentive scheme introduced.
- Period consumed in recovering all capital and revenue expenditure will akin to tax holiday for SEZ developers.
- Deductible expenditure covers Operating expenses; Permitted finance charges;

Expenditure on license charges, rental fees actually paid; Expenditure on purchase, lease or rentals of land or land rights; Capital expenditure; Expenditure incurred before commencement of business; and Amount of negative profit computed for any financial year immediately preceding the relevant financial year

Issues :

- a) No reference to SEZ Act, 2005
- b) Applicability to the “business of developing a SEZ”
- c) Developer / Co-developer not defined
- d) Does it cover all who are involved in the “business of developing a SEZ”?
- e) e Transfer of Operation and Maintenance not covered
- f) No exemption from MAT
- g) No exemption from DDT
- h) Anomaly on deductibility of expenditure on acquisition of land
- i) Contradiction on expenditure on acquisition of any land, goodwill or financial instrument
- j) needs to be addressed
- k) No benefits for Industrial Parks set-up after DTC comes into effect
- l) Export-based Incentives such as for units in Software Technology Parks or SEZs to be discontinued, except for those grand-fathered

Few Other Points to be Noted :

- Non fixing up the date of the applicability of investment- based deduction is a welcome development for the SEZ developers. This would provide them with an appropriate window for planning their business operations
- DTC could attract only low capital intensive project by investment-linked incentive Hence, the proposed infrastructure creation for such projects could be neglected.
- Withdrawal of MAT exemption under the DTC would imply that SEZ Developers would need to pay a minimum tax of 20 percent on book profits. This could be carried forward and set off against subsequent 15 years. The absence of MAT may result in additional cash outflow issue for SEZ Developers
- Absence of DDT exemption under the DTC could also create a negative impact and may induce a re-look at the IRR projections of SEZ projects
- Although it has been clearly mentioned in the DTC that an undertaking involved in the development, operation and maintenance of an SEZ may avail of investment based tax benefits, there has been no clear mention as regards the deduction available to a Transferee Developer.
- In Schedule 12, it is stated that the cost of land, including long term lease will not be considered as an eligible capital expenditure. This means, that an SEZ Developer will not be able to claim a tax relief of the land cost, which is currently possible under the computation of income from business under the present Act. Land cost could be a major component of the project cost. This proposal could severely impact the large SEZs (including those promoted by the Semi - State Government institutions), which follow a model of leasing plots coupled with provision of basic infrastructure
- Postponing the grandfathering date for the SEZ Units (from March 31, 2011 to March 31, 2014), is a positive development and could result in continued demand, at least, till March 31, 2014. However, removal of MAT exemption to SEZ Units could leave very little attraction for SEZ Units.

The Comments of SEZ Entrepreneur's on DTC

SEZ entrepreneurs apprehend that proposed tax provisions would create unemployment and drive away investors from the special economic zones. Export Promotion Council for EoUs and SEZs (EPCES) said that by altering the SEZ Act through the DTC Bill, the government is sending a wrong message to investors.

EPCES Chairman R K Sonthalia said here in a statement-"These provisions do not meet the requirement of the SEZ scheme fully and would very seriously affect employment, exports and investment in the SEZs,"

The bill, which was tabled in Parliament proposed that the Special Economic Zones (SEZs) notified on or before March 31, 2012, will get income tax benefits. And units in SEZs that commence commercial operations by March 2014 shall be allowed profit-linked deductions permitted under the Income Tax Act 1961.

"Time period provided for the new unit is insufficient. Hence this time period needs to be extended further," he said.

Sonthalia said that as the SEZ Act was just implemented four years back, it should not have been altered. "By altering the SEZ Act through the DTC Bill, we are sending a very wrong message to investors," he added.

On the other hand EPCES Director General LB Singhal pointed out some statistics mentioned below –

Exports from SEZs have gone up from Rs 22,000 crore in 2005-06 to Rs 2, 20,000 crore in 2009.

Direct employment in SEZs have gone beyond 5, 50,000 people and investment in the SEZs gone up to more than Rs 1,66,000 crore.

"This shows the tremendous progress and this process needs to be accelerated further," he said

Conclusion

Lots of discussion regarding DTC is going on to have a final shape. It has impacted on Insurance sector, mutual funds, and companies' affairs a lot. SEZ has been under debate from its enactment in India. Lots of controversy arisen during enforcement of SEZ in various areas in our country. From the above discussion it is clear that the central govt. has been trying to neutralize the debate on so called special favour offered to SEZ in the SEZ ACT, 2005 by streamline DTC in simplified manner. Though it is under discussion still it could be said the SEZ is being threatened by DTC if it is come into effect by April, 2012 in this form.

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UNDERSTANDING EVERYDAY LIFE : A SOCIOLOGICAL CONSTRUCT

Dr. Kaushik Chattopadhyay

Assistant Professor, Prof. S. N. H. College, Farakka, Murshidabad, West Bengal

Email : kaushiksocio2004@yahoo.co.in

Abstract

Is there any space for compulsion in man's everyday life ? What are the roles of common-sense in man's everyday life? How do the cultural elements help constructing the structure of everyday life? Does sociology get an independent position of and in opposition to common-sense ideas about man and society? This paper tries to understand the answers of such questions and many others through the discursive practices of mainstream sociologists, and their experiences and reflections on both their professional and personal lives. This analysis also presents a conceptual framework of the term 'everyday life' sociologically and wants to connect this concept with climate change discourses. Today common sense ideas of climate continue to have an important function in the everyday life of society. Diverse ways of thinking coexist with, and create, social, economic and political actions and reactions. Nonetheless, this meta-narrative explores those ways of everyday praxis, which facilitate and at the same time hinder the path of progress.

Key Words : *Progress, Common-sense, Everyday life, Nature-nurture debate, Climate Change Discourses, Social construction of environment.*

Introduction

The sociological theory of progress attempts to establish good reasons for value-judgments about social life and social change. According to mainstream Western thought progress is considered as an 'end point, temporary or permanent, of any social action that leads from a less to a more satisfactory solution of the problems of man in society' (Sklaire, 1970: xi). From this point of view progress may be innovational or non-innovational. Innovational progress is that positive development by means of the production of new things, ideas and processes, with maximum impact on society. Non-innovational progress is progress by means of the maintenance and diffusion of familiar things, ideas and processes, with minimal effect on society or social structures.

Like Western consideration, in Eastern philosophy progress is bathed in an atmosphere of positivism and optimistic joy. Progress expresses yearning which is 'thoroughly rational, secular and human' (Sarkar, 1941:541). It promotes the dignity of manhood and conduct the eternal war against evil. In Hindu philosophy man pleads to God: *Asato ma sadgamaya/Tamaso ma jyotirgamaya/Mrityormamritamgamaya* (Lead me from the unreal to the real/ Lead me from darkness to light/ Lead me from death to immortality) (Bhattacharyya, 1990: 470). Indian culture, as has often been observed, has been essentially religious and other-worldly in its orientation (Bottomore, 1962). This view stresses on the incongruity between the faith in 'Providence' and belief in 'Progress' (Bury,

1955). Here progress is a gradual amelioration of some fundamental 'Order', by a series of modifications gradually tending to the completion of one design. Like this nineteenth century thought, in post World War II phase progress is considered as an idea that civilization has moved, is moving, and will move in a desirable direction. Here desirable means 'rational': '...equality and freedom are ideals which can be rationally defended and that progress consists in the movement towards them' (Ginsberg, 1968: 120).

We can make progress with content, while accepting that consciousness is beyond us. This perspective, both in Eastern and Western philosophy, rejects the uneasy realization that the relation between material and scientific progress on the one hand, and social and moral progress on the other, presents a problem. This conflict perspective links changes in the material conditions of man necessarily to changes in his moral condition, but as can be seen, in a rather special and novel fashion. Whereas these positivistic theories tended to suggest something like a straight-line relationship, or a near variation of one, between the development of knowledge and control over the material world and social and moral progress, conflict theories claim that a 'radical rupture' in the one is a necessary condition for progress in the other. Thus, in the first perspective progress is achieved through the development of 'Order', and in the second one, it is a consciously unified structured practices and that achievement becomes true by making a radical change in material condition of social life.

What is new in the second one? In one word it does not understand the great primary truth, that gradual change is, and always has been, the dominant principle of man's social life. It is because this evolutionary perspective has nothing to tell us about the development of modern crises, about the statics or the dynamics of that industrial society which forms the complex problem of modern life. None has anything serious to say about secular education, scientific politics, political economy, science, health, poetry, art. Thus in the second one truth is not the story of man's development with a tale of continual revival, reconstruction, and fresh adjustments of social life, but an awoken reconstruction and fresh accommodation of objective conditions of everyday life. But in both perspectives the idea of the 'solidarity' of people has to be an important element in the growth of the doctrine of 'Progress'.

The accelerating progress in the realization of this revolutionary programme has begun to transform the sociological enterprise. This does not mean that we shall now sweep aside all other forms of sociology. All revolutions do produce rhetorical excess, but all revolutions also borrow far more from the ancient regimes than the revolutionaries care to admit. In sociology, we shall long need certain forms of structural analyses of society that are not thoroughly based on more objective understandings of everyday life, for the simple reason that structural analyses are a practical necessity in a massive, complex and risky society.

Common Sense Meanings and Actions of Everyday Life

The only thing that has saved history in the past from being a mere collection of accidental, unrelated events is the fact that historians, even without special training, have had some ideas regarding causation in social and political affairs. But this general knowledge which we call common sense, and which belongs within certain limits to every intelligent person, cannot take the place of trained observation and scientific methods of investigation.

Common sense is based on a limited range of experience of particular people in particular place

and time. It is 'not only localized – being bound by time, place, class, community, gender and so on – it is also unreflective since it does not question its own origins and presuppositions, or at least does not do so deliberately and methodologically' (Beteille, 2002: 23). People with such common sense view are inclined to believe that their way of doing things is the right way or the reasonable way. Other ways of acting in these regards strike them as being not only wrong but also contrary to common sense. Sociologists do not or should not express moral preferences. But their moral preferences are or ought to be formed on a somewhat different basis from what is given to each person by his common sense.

Rather than imposing an *as if science* on our everyday lives, sociologists must seek to understand everyday life in giving the actor a better sense of the alternative actions, and of the likely costs and benefits of each of the available alternative actions. Rather than explicitly adopting the common sense understandings of everyday life, or proposing to reject those understandings while covertly building our sociological understanding on them, we must begin all sociological understanding of human existence with an understanding of everyday life gained from a systematic and objective study of the common-sense meanings and actions of everyday life. 'We must always begin by studying these meaningful social phenomena on their own grounds, but, true to our goal of creating a science of man's existence, we must then seek an ever more general, trans-situational (objective) understanding of everyday life. This is the fundamental program of all phenomenological and existential sociologies' (Douglas, 1970: x).

The sociologist who did most to lay bare the illusion of understanding created by common sense was Emile Durkheim. He argued tirelessly that the systematic investigation of a subject was not possible unless the investigator freed himself from his preconceptions of it. These preconceptions, shaped generally by a limited experience, were not only often wrong but also impediments to the examination of the available and relevant facts. According to his view, 'the words of everyday language, like the concepts they express, are always susceptible of more than one meaning, and the scholar employing them in their accepted use without further definition would risk serious misunderstanding. Not only is their meaning so indefinite as to vary, from case to case, with the needs of argument, but, as the classification from which they derive is not analytic, but merely translates the confused impressions of the crowd, categories of very different sorts of fact are indistinctly combined under the same heading, or similar realities are differently named. So, if we follow common use, we risk distinguishing what should be combined, or combining what should be distinguished, thus mistaking the real affinities of things, and accordingly misapprehending their nature' (Durkheim, 1951: 41).

The man who so confidently and arrogantly derided common sense became the captive of common sense. This might be seen as simply another joke played on the hapless creature of reason by the absurdities of reality were it not for the fact that generations of functionalists, structuralists, experimentalists, and other absolutists in the social sciences have followed the same path in creating the *as if* social sciences and were it not for the fact that these "experts" have increasingly used their scientific rhetoric to control our lives through their growing effect on government policies. There is no humour in the spectre of technological tyranny.

Most important, even when sociologists have overtly opposed their work to the homilies of everyday common sense, they have covertly used common-sense understandings of everyday life to

provide the fundamental data—the social meanings —of their research and theory, for the simple reason that there is no other way to "get at" the social meanings involved in social actions. It is Alfred Schutz, who develops a paradigm of the sociology of common sense knowledge, and builds the groundwork for understanding the nature of the phenomenological analyses of common sense as used in everyday life. Many other sociologists, especially phenomenologists, like Thomas P. Wilson, Don Zimmerman and Melvin Pollner show exactly what the commitment to taking the theoretic stance toward everyday life (dealing with everyday life as a phenomenon) consists of and how it differs from the traditional use of everyday understandings as resource and result in sociological works.

The essential difference between common sense practical thought and scientific thought is that scientific thought seeks to become (and purports to be) more useful than common sense by becoming more objective (or more shareable). This greater shareability of scientific knowledge is achieved primarily by progressively freeing the knowledge of concrete phenomena from the situation in which they are known. The mistake of the absolutist scientists was in seeing this "freeing" of knowledge from the situation as an absolute freeing and then acting *as if* they had achieved that goal. The examination of how science is done, as well as our rational consideration of the impossibility of ever totally rationalizing the infinite number of possible contingencies in any experimental situation, show us that this freeing is only relative (progressive).

Moreover, this freeing is done not by making the knowledge 'objectlike' or 'thinglike' but by so examining the situation in which we do the knowing that we are able to (partially) specify the ways in which another observer would go about constructing the same kind of situation. In the natural sciences this relative or partial freeing of knowledge from the situation is achieved by the use of experimental controls and designs. As we have seen, social scientists began their study and analysis of human action with the belief that they could achieve this freeing with the methods of the natural sciences. They failed to see that their approach imposed a structure on the phenomena that made it impossible for them to observe what they wanted to observe (the 'truths' or 'realities' of human action).

Most sociologists of everyday life rejected these distorting assumptions and the methods growing out of them, but in doing so tended to neglect all consideration of "objectivity." Most of their studies not only make no mention of the problems of objectivity but, more importantly, include no mention of the sociologist's field research methods. The field research methods of the various sociologies of everyday life have remained almost totally unexplicated and certainly untested by the repetition of the methods of observation to see if they yield comparable results.

Everyday Life – A Sociological Construction

The everyday must be made to register vividly the social totality from within. Rather than using the everyday as illustrative of abstract social systems, the everyday must be made to give up its own secrets, the secrets of sociality. In this way the particularity of the everyday is not reducible to a general theory of society (a system, a world-view); the particularity of the everyday remains unassimilable within such a system (Simmel 1903). In this sense the everyday must be made to reverberate with the interactions, networks and forces of social life.

Unlike Simmel (1903, 1907a, 1907b), Robert Ezra Park and Ernest Burgess (1925) proposed a sociological need to study city ecology. In a policy making perspective they developed Chicago

thought of urban sociology. Louis Wirth (1938) argued that, for reasons of size, density, and social diversity in the population, urban people were thrown into relationships that were superficial, anonymous and transitory. Generally they were devoid of intimate personal ties, and related to one another mainly through formal organizations and bureaucratic devices, rather than informal and spontaneous association. David Riesman's *The Lonely Crowd* (1950) did point out the greater sensitivity and lower tolerance for exploitation in our corporate life. The research programme of the Chicago School and American sociologists presented a mass of evidence to support such conclusions, and had they known much about human ecology in the city life. For their own view of urban life as compared to rural, they thought that the city has been studied, not only from the point of view of its geography, but from the point of view of its ecology.

There is the genesis of consciousness in every human being —provided it is biologically normal, and grows up under socially normal conditions — starting with the dim recognition of objects of living and non-living environment. Here environment does not represent only the elements of cultural world, but it incorporates the objects of natural or physical environment also. The objects in environment are objects for the human being from his/her childhood. The child engages with them and learns how to manipulate them (Heeren, 1970). If the social world is a matrix of activity which is interpreted by its participants with the use of intersubjectively available constructs which 'determine their behaviour, define the goal of their action, the means available for attaining them – in brief, which help them to find their bearings within their natural and socio-cultural environment' (Schutz, 1962: 6), then it follows that the social scientist cannot afford to ignore the role and influence of these constructs in human action.

Another perspective which sought to recast the individual as an active agent in the construction of meaning in everyday life is the phenomenological approach developed in the work of theorists such as Edmund Gustav Albrecht Husserl, Alfred Schutz, Peter Berger, Thomas Luckmann, Jurgen Habermas and others. Influenced by so-called symbolic-interactionists school of American sociology this perspective gives some importance on the process of internalization of social reality and its reconstruction. They offer a philosophical foundation for the analysis and constitution of everyday consciousness in life-world (Heeren, 1970). Berger and Luckmann's view of the nature of social is greatly indebted to Durkheim and his school in French sociology, though they have modified the Durkheimian theory of society by the introduction of a dialectical perspective derived from Marx and an emphasis on the constitution of social reality through subjective derivation from Weber (Berger and Luckmann, 1966).

Two different strands can be detected within work on theories of the everyday. On the one hand, there is the phenomenological strand, including the analysis of the everyday in Martin Heidegger's *Being and Time* as well as, perhaps most influentially, the work of Edmund Husserl. Heidegger's designation of the everyday as 'inauthentic' is on a continuum with Husserl's earlier attempts to parenthesise a *Lebenswelt* of everyday life in order to identify pure phenomenological experience. According to him, "every person is acquainted with this difference—one related to his true and genuine humanity—just as truth as a goal or task is not unknown to him even in everyday life—though here it is merely isolated and relative. But this prefiguration is surpassed by philosophy: in its first, original establishment, ancient philosophy, it conceives of and takes as its task the exalted idea of universal knowledge concerning the totality of what is. Yet in the very attempt to fulfil it, the naive

obviousness of this task is increasingly transformed—as one feels already in the opposition of the ancient systems—into unintelligibility” (Husserl, 1970: 13).

There is the genesis of consciousness in every human being —provided it is biologically normal, and grows up under socially normal conditions — starting with the dim recognition of objects of environment. Here environment does not represent only the elements of cultural world, but it incorporates the objects of natural environment also. The consciousness of the human being emerges and becomes the foundation for the consciousness about nature. The normal adult goes along in everyday life, acting with more or less deliberation, but still considering things, people, and events as everyday experiences of a given world that is taken for granted as being 'out there.' Without question, this outside world is taken not simply as real, but as 'the reality of life-world.' Yet, 'in spite of all these inadequacies, common-sense knowledge of everyday life is sufficient for coming to terms with fellow-men, cultural objects, social institutions - in brief, with social reality' (Schutz, 1962: 55). Schutz goes on to argue that common-sense knowledge is adequate as a vehicle for *Verstehen* because common-sense constructs are shared and in various ways socialized.

If the social world is a matrix of activity which is interpreted by its participants with the use of intersubjectively available constructs which 'determine their behaviour, define the goal of their action, the means available for attaining them – in brief, which help them to find their bearings within their natural and socio-cultural environment' (Schutz, 1962: 6), then it follows that the social scientist cannot afford to ignore the role and influence of these constructs in human action. The starting point for Schutz's analysis of mundane knowledge is his delineation of its typicality. Here Schutz follows Husserl in arguing that an experiencing consciousness is inherently a typifying one. The constructs, in terms of which an 'object' of some kind is constituted of a set of sensory presentations, are themselves the 'sedimented' products of past activities of comparing and contrasting out of which mundane typifications arise. Within the life-world, or within the world of everyday life, Schutz differentiated between intimate face-to-face relationships (we-feeling) and distant and impersonal relationships (they-feeling). While face-to-face relations are of great importance in the life-world, it is far easier for the sociologists to study more impersonal relations scientifically. Although Schutz turned away from consciousness and to the intersubjective life-world, he did offer insights into consciousness, especially in his thoughts on meaning and people's motives. Actually he was concerned with the dialectical relationship between the way people construct social reality and the obdurate social and cultural reality that they inherit from those who preceded them in the social world.

Modern hermeneutics has come together with phenomenology in accentuating the importance of everyday beliefs and practices, the mundane and the 'taken for granted' in the constitution of social activity. Social interaction refers to the saturated context of everyday life, involving ordinary language communication and governed by social norms. This is the concern of the 'historical hermeneutic sciences'. Hermeneutic inquiry, in Habermas's words, 'discloses reality subject to a constitutive interest in the preservation and expansion of the intersubjectivity of possible action-orienting mutual understanding' (Habermas, 1972: 310). Habermas views the life-world and communicative action as 'complementary' concepts. According to him the life-world is a 'context-forming background of processes of reaching understanding' through communicative action (Habermas, 1987: 204). He sees society as being composed of both life-world and system. Social structure of everyday life becomes anchored in a social landscape where social practice is characterized by movement into and across

places. This conception differs from regarding social practice as a duality between an overall system and an everyday life-world (e.g., Habermas, 1987) or social world (e.g., Strauss, 1993).

Third one is dramaturgical perspective. This perspective provides a theatrical metaphor for analyzing how people present themselves in everyday life. According to phenomenological approach, the significance of everyday life is inseparable from the indexical meanings ascribed to it by individual actors (Gardiner, 2000). This interpretation of everyday life is further developed by Erving Goffman through his application of a dramaturgical model of everyday interaction. Thus, argues Goffman (1959), through gaining a 'practical experience' of everyday life characterized by the internalization of social roles, individuals also learn how to manage and negotiate those roles through the creation of 'front-stage' and 'backstage' selves. In doing so, individuals creatively manipulate the everyday, making it tolerable through creating spaces for the subversion of conformity. Goffman recognizes that the self is [a] collection of performances that take place in and across specific locations (Highmore 2002: 50). This approach, while ascribing the individual a more active and voluntaristic role in relation to everyday life still regards the everyday itself 'as a relatively homogenous and undifferentiated set of attitudes, practices and cognitive structures' (Gardiner, 2000 : 5).

Fourthly, it is the ethnomethodological perspective that focuses on the procedures through which people assemble their everyday lives. While phenomenological sociologists tend to focus on what people think, ethnomethodologists are more concerned with what people actually do. Basically, ethnomethodology is the study of 'the body of common-sense knowledge and the range of procedures and considerations [the methods] by means of which the ordinary members of society make sense of, find their way about in, and act on the circumstances in which they find themselves' (Heritage, 1984 : 4). The researchers of this tradition are heavily tilted in the direction of the study of everyday life. Garfinkel was a student of Talcott Parsons, but he rejected the latter's structural-functional perspective and found that the social world was not reified. A concern with the reflexive accountability of action is the central pillar of Garfinkel's work. It makes up his central recommendation that the activities whereby members produce and manage settings of organized everyday affairs are identical with members' procedures for making those settings 'account-able'. The 'reflexive', or 'incarnate' character of accounting practices and accounts makes up the crux of that recommendation (Garfinkel, 1967: 1).

This concern with reflexive phenomena as applied to actions marks an entirely new departure from more traditional phenomenological treatments of reflexivity. Phenomenologists have long been preoccupied with the reflexive aspects of the 'hermeneutic circle', but they characteristically treat these phenomena from the perspective of an observer who stands outside the events which he or she describes. Commitment to empirical research, Garfinkel admitted the systematic analysis of the possible types of action within a participatory approval. Findings about social scientific methods of fact finding, especially when contrasted with everyday, journalistic, natural scientific, medical or judicial methods, can scarcely fail to deepen our understanding of the enterprise in which we are engaged as well, of course, of our understanding of these other domains.

For methodological support, sociology has adhered to natural science. Sociology has made serious effort to expose social facts through macro aspects. Till the middle of the last century, sociology has not considered common sense as a prime space of knowledge even though social actions are explained

through micro aspects. Positivists, conflict theorists and structural-functionalists have intended to search universal laws. It requires to mention that Comte, Spencer, Durkheim, Marx, Weber, and even Talcott Parsons – all of them try to construct their grand narratives on the basis of scientific statements excluding common sense knowledge. But it is worth mentioning that from the middle part of the last century, when the era of everyday sociology begins, micro level analysis gains momentum. For example, symbolic interactionists and ethnomethodologists from their date of journey and the exponents of phenomenologists at its mature stage consider it to be note-worthy to conduct empirical research at individual level. Starting from Cooley and Mead, others like Schutz, Husserl, Garfinkel, Habermas, Goffman suggest to make use of common sense knowledge to give importance to participatory approval. Although in sociology such specific division of micro-macro sociologists is a very naïve idea, yet the work of Lefebvre can be judged as an exception when he expounded everyday knowledge in the macro aspect. This may be considered to be a significant ‘Macro-Micro Link Model’ in this perspective.

The fifth one is Henri Lefebvre's theory of everyday praxis, which examines the allegedly repressive contradictions of everyday living under capitalism. This perspective does not adopt a microsociological frame of reference. Actually the net result was an assimilation of a range of perspectives - symbolic interaction, labelling theory, the phenomenological analyses, and ethnomethodology - into a single category: the 'sociology of everyday life'. Lefebvre has focused on the everyday as that which precisely evades systematization. Neither an objectification of mind (as in Hegel) nor a purely economic category (of exploitation as explained by Marx), Lefebvre sees alienation as an everyday experience (of the labour process, utilitarian economic organization, individualism, and the division between intellectual and productive labour). For Lefebvre History, however, displays in most of the great civilizations, a distressing contradiction between the magnificence of ideological justifications, costumes and words, and the monotony of everyday gestures. Only the future will be able to resolve this form of contradiction between consciousness and reality.

Lefebvre's work involves a growing consciousness of the need actively to intervene within the everyday, to *produce* – as well as to draw attention to – its utopian side. Some readings of Lefebvre tend to emphasise his characterisation of everyday life as ‘dull routine, the ongoing going-to-work, paying-the-bills, homeward trudge of daily existence’ (Lefebvre 1968: vii). Lefebvre views everyday life as not simply inauthentic, as Heidegger would argue, or alienated existence, but his view of modern everyday life became, the everyday always held out the possibility of its own transformation. It is the possibility of man's self-realization through productive and creative activities. It is an ‘art of living’ which ‘presupposes that the human being sees his own life – the development and intensification of his life – not as means towards “another” end, but as an end in itself’ (Lefebvre 1968: 32; Lefebvre 1961: 199).

This view of life is central to my definition of the everyday. To work from a critical perspective orientated in terms of the everyday means to pay attention to activities and practices in these terms; that is, as making up a life which is an end in itself, rather than as contributing to an externally imposed value system. ‘Is it not in everyday life that man should fulfil his life as a man? [. . .] Man must be everyday, or he will not be at all’ (Lefebvre 1947: 127). He himself describes everyday life as ‘made of recurrences’, giving examples of its many repetitive actions and rhythms (Lefebvre 1968:

18). Indeed, Highmore suggests that 'It is repetition that is crucial to Lefebvre's meaning of the term "everyday life".' (Highmore, 2002: 128). Further, as already suggested, the concepts of the daily and the everyday appear as uniquely problematic for the philosopher. As Lefebvre indicates, philosophy and the everyday are two sides of the same coin: 'The limitations of philosophy – truth without reality – always and ever counterbalance the limitations of everyday life – reality without truth' (Lefebvre 1968: 14).

Another two perspectives of Reflexive Sociology have proposed by Pierre Bourdieu and Anthony Giddens, whose ideas bind micro and macro structures of sociological analysis. The dialogic process between the individual and the everyday is considered only in as much as it enables a more reflexive re-enactment of a proscribed series of roles and expectations, or, alternatively, provides spaces for minor occurrences of subversion. During the course of the late twentieth and early twenty-first century, social and cultural theorists have begun to conceptualize the everyday as a far more dynamic and contested sphere. Thus, it is argued, the everyday can no longer be described as a homogenous whole but must rather be understood as a highly pluralistic and contested domain. At the root of this transformation of everyday life, it is argued, are a number of interrelated factors. First, the rupturing of modernity and consequent decrease in importance of modernist conceptions of identity, based around class, gender, race and occupation. Second, the increasing prevalence of media and cultural industries which, it is argued, have played a significant part in suggesting new forms of social identity based around patterns of consumption and leisure.

Reflexive Sociology : Late Modern Perspective on Everyday Life

There is a whole variety of theorists who deal with problematics *and* the everyday (Erving Goffman, Harold Garfinkel, Martin Heidegger, Agnes Heller, Dorothy E. Smith – to mention just some of the most obvious ones), they don't necessarily deal with the *everyday as a problematic*. As such the everyday often becomes the occasion, the territory for a puzzling that is often directed elsewhere. The theorists and theories chosen here seemed to me to be characterized by a much more directed attention to the everyday as a problematic. They all seem to bring the everyday into an awkward focus.

During the early 1980s and 90s, however, lifestyle was reintroduced through the work of contemporary social and cultural theorists such as Bourdieu (1984), whose celebrated study *Distinction* develops the ideas of Weber, Simmel and Veblen through its conceptualisation of lifestyle as a reflection of social status (Bennett, 2005). Bourdieu argues that the lifestyle practices engaged in by individuals send out messages about their level of wealth, achievement and status in society. According to Bourdieu, even though lifestyles appear to be autonomously constructed and reflexively articulated forms of cultural practice, they remain inextricably bound up with the experience of class, a social process which Bourdieu refers to as 'habitus'. For Bourdieu, 'habitus' is indelibly stamped on the identity of the individual to the extent that there is a direct link between a person's habitus and their accumulation of particular forms of 'cultural capital', a primary resource through which lifestyles are constructed: ... class constitutes a relatively autonomous space whose structure is defined by the distribution of economic and cultural capital among its members, each class fraction being characterized by a certain configuration of this distribution to which there corresponds a certain life-style (1984: 260). According to Bourdieu, in the context of late capitalist consumer-based society,

the fact of class itself becomes a mediation, something that is learned and understood through particular forms of consumption practice in relation to a particular array of goods and services. It follows then, according to Bourdieu's interpretation, that such experiences of class remain with the individual, continuing to shape their identity even as they become more socially mobile.

To reconcile questions of social structure with issues of individual agency and practice: not unlike Bourdieu, Giddens argues that the reproduction of the former relies on the latter (Karner, 2007). More accurately, Giddens uses the idea of the 'duality of structure' to illuminate 'the modes in which [social] systems, grounded in the knowledgeable activities of situated actors who draw upon rules and resources in . . . action contexts, are produced and reproduced in interaction' (1984: 25); cultural norms inform individuals' practices, which in turn – more often than not –help reproduce existing social relationships. While cultural 'rules and resources' pre-date their use by any one individual, they cannot guard against their own reinterpretation, nor against the formulation of new ideas and hence possible social change. Unlike many of his fellow sociologists, Giddens draws on psychological and psychoanalytical insights to address the important question as to what motivates most individuals most of the time to reproduce existing social relationships through the use of established rules and the participation in routine behaviour. The answer, Giddens suggests (1984, 1991), lies in the individual's need for 'basic trust' in a predictable and hence manageable social environment; ordinary, daily routines play a crucial role in this as 'anxiety-controlling mechanisms' that provide individuals with a sense of 'ontological security' (1984: 50) and are simultaneously instrumental to the reproduction of social relations.

At the same time, Giddens stresses that social actors are capable of reflection and that a reflexive engagement with both the self and others is particularly characteristic of our contemporary 'late modern' period (1991). According to Giddens's socio-psychological model, much cultural knowledge is tacit, he terms this 'practical consciousness', and is a prerequisite for individuals' social competence and ability to "go on" in the contexts of social life'; Giddens distinguishes this from 'discursive consciousness', which includes everything 'actors are able to give verbal expression to' (1984: xxiii, 374).

Anthony Giddens (1990) proposes that trust in abstract systems is the condition of time-space distancing and of the large areas of security in day-to-day life which modern institutions offer as compared to the traditional world. Yet, although "local knowledge" cannot be of the same order as it once was, the sieving off of knowledge and skill from everyday life is not a one-way process. Nor are individuals in modern contexts less knowledgeable about their local milieu than their counterparts in pre-modern cultures. "Modern social life is a complex affair, and there are many "filter-back" processes whereby technical knowledge, in one shape or another, is reappropriated by lay persons and routinely applied in the course of their day-to-day activities" (1990: 145).

Classical Sociology and Nature : Space of Everyday Life

The nearest science of sociology is biology and from its scientific level, sociology recognizes that knowledge should be based on reasoning and observation. Based on natural laws, social laws help to a 'premature' jump from the level of observation and inference to the level of theory. Unlike Auguste Comte, another classical French thinker, Emile Durkheim views that *nature* is a social and cultural construction, and natural objects are made to embody social subjects. Concentrated in clans and

totemic practices, his analysis explores such a view that each clan claims a separate species of animal or plant or more rarely rocks, stars, planets and so on, as the ancestor from whom the clan descends.

The nature-nurture debate helps to rebirth sociobiology. It is a common description of the controversy over the relative importance of heredity or innate qualities (nature, i.e. nativism or innatism) and social environment or individual experiences (nurture, i.e. empiricism or behaviourism) in the causation of human life. This debate explores the individual differences in physical and behavioural traits. In other word, nature is all that a man brings with himself into the world; nurture is every influence from without that affects him after his birth.

The debate has been particularly important in certain fields of sociology, including genes' education (with a focus on the heritability of intelligence), crime (with, for instance, dispute over the idea of an inherited criminal personality), and gender divisions (with heated debate over the importance of biology to observed differences in male-female behaviour). Working in the sociological tradition as laid down by Comte, Durkheim, Marx and Weber, traditional sociologists were concerned with explaining social facts by other social facts, and for that reason they did not develop any specific interest in the theoretical underpinnings of the relationship between natural traits and social life.

Even though Karl Marx attributed an important space in his work to discussions of nature and of animals, his interest is not in these subjects *per se*, but on how humans come together to use them as resources (Franklin, 2002). From Marx's position and from the realist deterministic position on causality that society cannot be studied in isolation from nature: social and natural sciences must, therefore, be combined to see how everyday social life is embedded in nature and presumably to analyze any one causal outcome, such as an 'ecoevent' (Chattopadhyay, 2012: 117). Unlike Marx, another German sociologist, Max Weber rejects the idea of environment as a determining structure; he is concerned primarily with humans as a system unto themselves, there being constituted the only everyday social reality. With the advent of modernity, 'nature' and the natural environment were, according to Weber, 'disenchanted'; that is, the natural world was reduced to a set of 'natural resources' or 'raw materials' for human productive use in everyday life. Contemporary sociology has moved away from mainstream sociological thinking by dividing knowledge into some 'sciences of flows' (Chattopadhyay, 2012). It begins with the understanding of everyday life, and all of sociology is directed either to increasing our understanding of everyday life or, more practically, to improving our everyday lives.

Everyday Experiences : Climate as a Social Construct

Sociological intellectual discourses have introduced a new 'practice theoretical approach' for some years now, which also claims to provide a framework for an integrative analysis of social and material aspects of 'social practices' by merging diverse strands of social theories (Bourdieu, Giddens, social phenomenology, ethnomethodology, pragmatism, science and technology studies etc.). For Bourdieu, 'habitus' is indelibly stamped on the identity of the individual to the extent that there is a direct link between a person's habitus and their accumulation of particular forms of 'cultural capital', a primary resource through which lifestyles are constructed: ... class constitutes a relatively autonomous space whose structure is defined by the distribution of economic and cultural capital among its members, each class fraction being characterized by a certain configuration of this distribution to which there corresponds a certain life-style (1984: 260). According to Bourdieu, in the

context of late capitalist consumer-based society, the fact of class itself becomes mediation, something that is learned and understood through particular form of consumption practice in relation to a particular array of goods and services. To reconcile questions of social structure with issues of individual agency and practice: not unlike Bourdieu, Giddens (1984, 1990, 1991) argues that the reproduction of the former relies on the latter.

From these perspectives, the development of consumption patterns can be grasped as a process of co-evolution linking technical, economic, social and cultural developments within the context of everyday practices (Certeau, 1984). Today, because we do not experience anthropogenic climate change in our everyday lives, but must rather rely on the complex analyses of the climate researcher, the social and political reactions rest exclusively on these future projections and their interpretations; our concern is not based on changes which have already occurred and are evident for everybody. Climate policy is not a reaction to climate change, but rather a reaction to the expectation of a climate change.

The most important everyday experiences relate to the diurnal and annual cycles; in the morning, before sunrise, it is the coldest and a maximum of humidity condenses. The rhythm of the seasons will be perceived most frequently as positive in everyday life (Gardiner, 2000). Weather and climate have been of great importance from time immemorial. Climate change has become part of popular culture and everyday life (Highmore, 2002). Be it in a more Science-Fiction manner, climate change has reached the masses in modern societies. As mass media *coverage* does not directly tell something about its social *impacts* (or resonance), one needs additional data in order to support this claim. It is scientific knowledge that sets in motion and structures political processes. Science formulates the problem of climate change for politics and society: the discovery of global climate change, of the Greenhouse Effect and rise in temperature is no everyday problem. It is the scientific formulation of problems that determines to a large extent the kind and extent of political consequences. Scientists know this. They find support by vested interests, such as journals interested in circulation numbers or companies selling protection from risk or measures to reduce one's carbon footprint (Stehr and Storch, 2010).

Everyday cultural elements are reflexive in the sense that it is displayed and sustained through daily occasions of its being invoked. Culture is being created by everyday practices of life, and by the by it maintains environmental elements of non-living character. On the other way, everyday cultural practices also have relevant impacts on living environment. Ecological balances are maintained, or become the cause of discontent, by cultural practices of daily life (Bennett, 2005). For example, throwing of flora wastes during immersion of deities in water causes pollution and shows poverty in life philosophy. Non-treated wastes of physical elements of environment also cause scarcity of resources. From that very day man does it. Each clan is identified by single living or non-living element of nature. Cultural ceremonies are arranged to execute the maintenance process and condition of nature (Chaney, 2002). Environmental studies, for example, must comprehend the specificity of the historical context of industrialization within and against which contemporary cultural practices function.

And again, environmental studies is concerned with describing and intervening the ways 'science' and 'research' are produced within, inserted into, and operate in the everyday lives of human beings and social formations so as to reproduce, struggle against and perhaps transform the existing

structures of political and economic power (Shotter, 1993). So it can only be in a relative, and not in any fundamental, sense that the new standpoint challenges the sociological pull of environmental studies. The background reason for the tension in play here is that whilst this phase of theoretical environmental studies ostensibly rejects the ‘philosophical’ character of ‘totalization’, implicit within the entire educational-political *project* of environmental studies, there is a deep, inescapable logic of totalization.

John Urry (2007) suggests that two scenarios are likely associated with climate change. The first is one in which tribalism replaces complex societies as fires, desertification, flooding and other disasters related to climate change force mass migration and disorder. This regional warlordism will see a return to the local and a collapse of standards of living (Holmes, 2009: 126-27). Urry’s two scenarios may not be the only possible outcomes of global climate change, and whatever those outcomes they might accentuate current inequalities or possibly shift privilege to new groups. Visions of a future within the restrictions of a changed climate suggest that the discourses of progress that defined the nineteenth and twentieth centuries may be replaced by notions of regress. There is the possibility that it may already be more difficult to summarize complex patterns of social change as either an improvement on, or worse than, the past. This may especially be the case in relation to gender.

Conclusion

Karl Marx wrote in a celebrated phrase: ‘Human beings only set themselves such problems as they can resolve.’ Yet from the early days of industrial development there were those who saw the new powers as destructive or as threatening to escape the control of their creators (Giddens, 2009: 227). Environmental sociology is able to meet the challenges of a post-carbon society. One key to understanding the impact of environmental knowledge on the (everyday) lives of individuals may be derived from Anthony Giddens’ *theory of structuration*, at the heart of which lies an attempt to explore the capability orientation to the agents. On the other way if we accept an ideal type sociological approach of Max Weber here as well, one can distinguish between the characteristics of the ‘old’, and the facets of an emerging ‘new’ environmental sociology of everyday life.

First of all, the ‘old’ environmental sociology was led by a more implicit question: Why pro-environmental behaviour does not work (despite the rather high levels of environmental awareness) – and how to overcome this so-called ‘attitude-behaviour gap’ with various measures. A main object of observation has been environmental attitudes and, to a lesser degree, behaviour. The main focus of this approach was individual or private household behaviour, mainly as consumer and/or leisure behaviour. Since the days of Emile Durkheim and Max Weber sociologists have conceptualized markets and capitalism differently, with more sense for historic and institutional boundary conditions. We will need this broader scope urgently when we think about the chances – and the risks! – of a post-carbon society. Some scholars of this branch of environmental sociology, adhering more to a quantitative approach, seconded environmental psychologists and their almost de-contextualized models of individual behaviour. Others, adhering more to a qualitative approach, found support in the sociological tradition of phenomenology or the sociology of everyday life. In both schools of thought, however, the reconstruction of (social, individual) barriers to pro-environmental behaviour is key. In contrast, a ‘new’ environmental sociology would have to face the described changes in modern

Climate Change Discourses of way of life. The leading questions do not circle around barriers, but around climate solutions. The starting points are not (individual) barriers, but systemic and organizational capabilities, i.e. the ability of resource-endowed (and embedded) social actors to gradually influence and/or substantially change traditional conditions (like technological pathways). This does not exclude the analysis of constraints (or barriers), the major focus of the 'old' environmental sociology. It only embeds the analysis of constraints into a much wider framework of actor capabilities and constraints, according to the dialectical structure of social action (Giddens, 1984). The creativity of everyday life is thus more appropriate to start from as imputed barriers. It is not so much the risk of climate change (based upon the use of technologies) that the 'new' environmental sociology should pay attention to, but rather the newly emerging risks associated with climate solutions.

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REDUCING GREENHOUSE GASES (GHGs) EMISSION THROUGH BEHAVIOURAL CHANGES AND PERSONAL CARBON TRADING : A THEORITICAL CONCEPT

Nanda Dulal Hazra**Assistant Professor, Department of Commerce, Tamralipta Mahavidyalaya,
Tamluk, Purba Medinipur, West Bengal, Email : nanda.hazra@rediffmail.com****Abstract**

Due over existence of Green House Gases (GHGs) in atmosphere temperature of earth is increasing year by year and this situation is known as global warming. To fight against this global warming Kyoto protocol suggested three mechanisms. Among three mechanisms I have tried to concentrate on carbon trading and more specifically on Personal carbon trading (PCT). Though theoretically it is possible to implement the PCT in India but due to several complexity of the scheme implementation and success of the scheme is under question. Several models have developed about the personal carbon trading and several countries have implemented the scheme experimentally in part of the country but there is some doubt about the implementation of the scheme countrywide. India has huge opportunity to earn the carbon credit as well as foreign currency through carbon trading.

Key Words : *Green house gas, Personal carbon trading, certified emission reduction, Behavioural changes.*

Introduction

Increase in earth surface temperature year by year due to over existence of Greenhouse Gases in atmosphere is popularly known as Global warming. Earth surface temperature is increasing basically for burning of fossil fuels (coal, petroleum) which produces carbon dioxide as one of the byproducts. Fossil fuels are the primary energy source and their combustion results the emission of large amounts of CO₂. Therefore, reduction of the energy. Consumption is an important component in reducing GHG emissions. Additionally, in some sectors such as agriculture, fertiliser production, aluminum and magnesium production, substantial emissions also occur of non-CO₂ greenhouse gases. Green house gases comprises of Carbon dioxide (CO₂), Nitrous oxide (N₂O), Methane (CH₄), Perfluorocarbons (PFCs), Hydrofluorocarbons (HFCs) and sulphur Hexafluoride (SF₆). All of the components of GHGs has different Global warming potential (GWP) (Table 1). Though GWP of carbon dioxide is lower than other GHGs, Carbon dioxide (CO₂) is classified as the most significant GHG (IPCC, 2007) because of availability of the CO₂ in atmosphere is higher than the other GHGs and total GWP from CO₂ is higher than other GHGs. Therefore, it is important to reduce the CO₂ emission in atmosphere to fight against the global warming. CO₂ basically generates from the energy use. So for reducing CO₂ from atmosphere it is important to reduce the energy use from all sectors consuming energy. But energy is the key factor of modern society and all types of industries. So reduction of energy should be implemented through optimum utilization of energy. To reduce fossil energy use, households are an important target group because they are responsible for approximately

15–20% of total energy requirements in OECD countries (OECD, 2001) and in UK it is about 40%. Households use energy in a direct and in an indirect ways. Direct energy use is the use of electricity, natural gas and other fossil fuels. Indirect energy use refers to the energy used in the production, transportation and disposal of goods and services. In European countries, about half of total household energy use can be defined as direct energy use, and in the UK it is about 40%. In this article I have focused on scope and ways of reduction of energy use in household level. To reduce the energy use at household level it is important to change the existing household practices or behaviors regarding energy use or consumption.

Table 1. Global Warming Potential (GWP) of Different Green House Gases

GHGs	GWP
CO ₂	1
CH ₄	21
N ₂ O	310
HFC	9000
PFC	7000
SF ₆	23900

Source : Intergovernmental Panel on Climate Change (IPCC).

Literature Review

From the literature survey I found that most of the work in personal carbon trading has been conducted in UK. In India, the concept of personal carbon trading is not so popular till now. Below is given a snap shot of the major studies on Personal Carbon Trading which I could access

Miliband (2006) identified that for reducing the global warming it is necessary to reduce CO₂ emission not only at the national level but also at individual level. For this, he emphasised on an entirely cooperative effort to effectively instigate a low carbon lifestyle. For reducing the CO₂ emission at individual level, he put importance on the issuing of tradable personal carbon dioxide (CO₂) emission rights to citizens. It aims to cap individuals' emissions, enabling year-on-year cuts in the national carbon budget.

Karen Ehrhardt-Martinez conducted a study in USA to identify the most efficient ways of energy savings in household and for this they put more important on energy feed-back system. The energy users must receive the information about their quantity of energy use through advance metering system, must receive the information about the ways of energy savings in their household and must receive the information about the effect of energy savings behavior in their billing. They also tries to identify the most important ways of energy savings out of following three ways- 1) simple changes in routines and habits, 2) infrequent and low-cost energy stocktaking behaviors (i.e. replacing incandescent bulbs with CFLs etc) , and 3) consumer investments in new energy-efficient appliances, devices and materials. They conclude that it is possible to reduce the household energy use by 4 to 12 % through effective feedback system and also conclude that among the many potential actions that people may choose to engage in to reduce their energy consumption is to make adjustments in their everyday habits and routines. Energy stocktaking behaviors are also important and a small amount of energy savings are likely to come from investments in energy-efficient technologies.

S. Nonhebel H. C. Moll (2001) undertakes a Green House project in Netherlands to identify the options of reducing green house gas emission by changes in household consumption pattern. For measuring the emission at individual level it is necessary to measure the CO₂ emission from the consumption of different products and energy required for consuming these products i.e. emission from direct energy and indirect energy i.e. emission generates from energy required during the product life cycle of the product. Because total emission from a product is the sum of emission generates at the product life cycle stage and emission at the consumption stage. He concludes that there is a huge scope of reducing the green house gas emission at individual level as well as at national level. A large number of reduction options within the present household practices were identified, including changes in purchase behavior and changes in household behavior. Implementation of all these options would result in a 27 % reduction of the national emissions by the Netherlands. Implementation of feasible efficiency improvements in the production sectors would result in a 30 % reduction of national emissions. The combination of both reduction routes would result in a 54 % reduction of the national emissions. This shows the existence of a large potential for change. However, it is found that the general acceptance of the suggested options by households is low. The findings imply that the feasible reduction as a result of changing consumption patterns lies in order of 5%. Further research showed that households face several constraints to change to an energy efficient lifestyle. Firstly necessary knowledge is lacking. Secondly the opportunities to purchase efficient household appliances are limited. Thirdly present infrastructures impede households to choose an energy efficient lifestyle and social norms are limiting individual households to adopt an environmental friendly behavior.

Dr. Robert Gross and Dr. Joanne Wade conducted a study to examine whether personal carbon trading helps to reduce national emission target or not and they tried to identify the key barriers and benefits arising from personal carbon trading. From the study they found the following barriers in implementing personal carbon trading-

Social acceptability, carbon literacy, budgeting of individual allowances and the complexity of the scheme. They concluded that personal carbon trading helps to reduce national carbon emission and changes in behavior is the key factor for success of personal carbon trading.

Kyoto Protocol, Global warming and Carbon Trading :

To fight this global warming, Kyoto Protocol was agreed upon under the United Nations Framework Convention on Climate Change (UNFCCC) in 1997. Kyoto Protocol is an agreement signed by the country representatives to abide by the decisions to reduce the emissions. Kyoto Protocol was adopted in Kyoto, Japan, on 11th December, 1997 and came into force on 16th February, 2005. It is an international agreement that aims to reduce carbon dioxide emissions and presence of green house gases in atmosphere by setting some binding targets initially for 37 industrialized countries and European community for reducing green house gas emission. According to Kyoto Protocol, world countries are divided into two categories: Annex I countries (developed countries - US, EU Countries, Japan, etc.) and Annex II countries (developing countries - China, India, etc.). The protocol stipulates that Annex I countries reduce their GHG emissions by 5% from their 1990 base level in the first commitment period i.e., 2008-2012. Annex II countries have no emission reduction targets / obligations, but are engaged in adopting environmentally friendly technology to reduce green

house gases emissions. Annex I countries can meet the target in one or more of the following three ways :

- a) Actual emission reductions from sources within its borders.
- b) Purchase of emission reduction credits on financial exchange from other signatory countries.
- c) Participation in Clean Development Mechanism (CDM) projects that generate Emission Reduction Credits (CER) in annex II countries.

Kyoto protocol includes three mechanisms for reductions of GHG gas emissions –

- 1) **Clean Development Mechanism (CDM) :** This mechanism is defined in article 12 of the protocol and it enables annex I countries to earn CER from project activities in the developing countries in exchange of providing funds and technologies to launch the projects. The Clean Development Mechanism (CDM) aims at a cost-effective reduction of GHG emissions and technology and capital transfer from industrialized to developing countries. The CDM allows Govt. or private entities in developed countries (having obligation to reduce emissions) to implement emission reduction projects in developing countries and receive credit in the form of CER which they may use to meet their national reduction target. The CDM offers the industrialized countries an opportunity to reduce emission anywhere in the developing world and to use these reductions towards meeting their own GHG reduction commitments. Investment in CDM projects in developing countries by developed countries helps in achieving economic, social and environmental and sustainable developments.
- 2) **Joint Implementations :** A country can also earn emission credits through something called ‘Joint Implementations’, which allows a country to benefit by carrying out something like a reforestation project or any other carbon-efficient projects in other industrialized countries.
- 3) **Carbon Trading :** It allows countries to buy emission credits from countries that do not need them to stay below their emission quotas. In carbon trading mechanism a specific limit/quota of GHG emissions are set for every Annex I countries. They are bound to reduce their emission target to that particular level. If they need to emit more than the specific quotas, they have to purchase the excess credit from those countries (‘Credit’ is a unit of measurement: 1 credit=1 tonne of CO₂ emissions) whose emission is below the specific limit and for this credit, the buying country need to pay money to the selling country at a rate prevailing in the carbon market. For an example, let us assume that a factory produces 10000 tonnes of green house gas emissions in a year. The Govt. enacts a law that limits of the maximum emission a business can have. So the factory is given a quota of, say, 7000 tonnes. Then the factory has either to reduce its emission to 7000 tonnes or is required to purchase carbon credit to offset the excess emission.

It may be mentioned that the quota in relation to a country refers to the limit of total emissions from all the sources, be it from industry, business, domestic households or individuals.

Personal Carbon Trading (PCT) :

In UK and OECD it was observed that about 40% and 15-20% of GHGs are coming from personal activities largely through electricity use, heating fuel in the home, personal transport and public transport. So Individuals have an important role to play in climate change mitigation. Not only

because their consumption contributes to this global environmental problem, but also because they can encourage innovation and means of production changes through demand for low carbon products and services. So for reducing emission at national level we must have to concentrate on reducing emission at individual level. For reducing emission at individual level they need to change their behaviour in a way which results in reduction of GHGs emission in the atmosphere.

Behavioural Changes to Reduce Emission at Household Level :

Behavioural changes means any action that an individual purposively and consciously takes that represents a change from previous actions and that leads to a reduction in GHG can be considered a behavioral change.

In this article I have tried to identify the proposed areas of changes in household behavior and habits in electricity consumption, Food habits, clothing habits and Transportation which will helps in reduction of carbon emission at household level.

Electricity Consumption :

- Purchasing of more efficient household appliance.
- Replacing existing over electricity consuming household appliance by more efficient household appliance.
- Replacing all lights where possible with CFL
- Switch off the light when it is not in demand.
- Living together and use the entertainment device (TV, sound system etc.) jointly.

Food Habits :

- No greenhouse vegetables.
- Less meat and more vegetables because cooking of meat required more fuel energy than vegetables.
- Shopping on bicycle and use delivery service as much as possible.
- Use less and small kitchen appliance as much as possible.
- Use more energy efficient household appliance.
- Change from electric appliance to natural gas for cooking food.
- Avoid Dishwashers and Wash dishes by hand.
- Eating together reduces the energy use for cooking.

Clothing Habits :

- Change from synthetic to cotton because production of synthetic fabric required more energy than cotton but washing and drying of synthetic clothes required less energy.
- Higher quality of clothing and more repairing of clothing.
- Longer wearing of shoes (better quality)
- Less frequent washing of clothes. From a study in Netherlands shows that wearing clothes one day longer reduces washing energy by 25%.
- Avoid washing machine and clean by hand or use more energy efficient washing machine.

- Avoid dryer and use sunlight for drying clothes.
- Sharing appliances with other household.
- Use washing machine when it is full of load because it reduces the frequency of washing and use the washing machine at lower temperature which will reduce the energy consumption.

Transportation :

- Use public transport as much as possible.
- Sharing of car with other household.
- Try to avoid long holiday and make it nearby.
- Changes from several short holidays to a single long holiday by train.
- More travel by train than Bus services.
- Purchase more fuel efficient car where it is necessary.

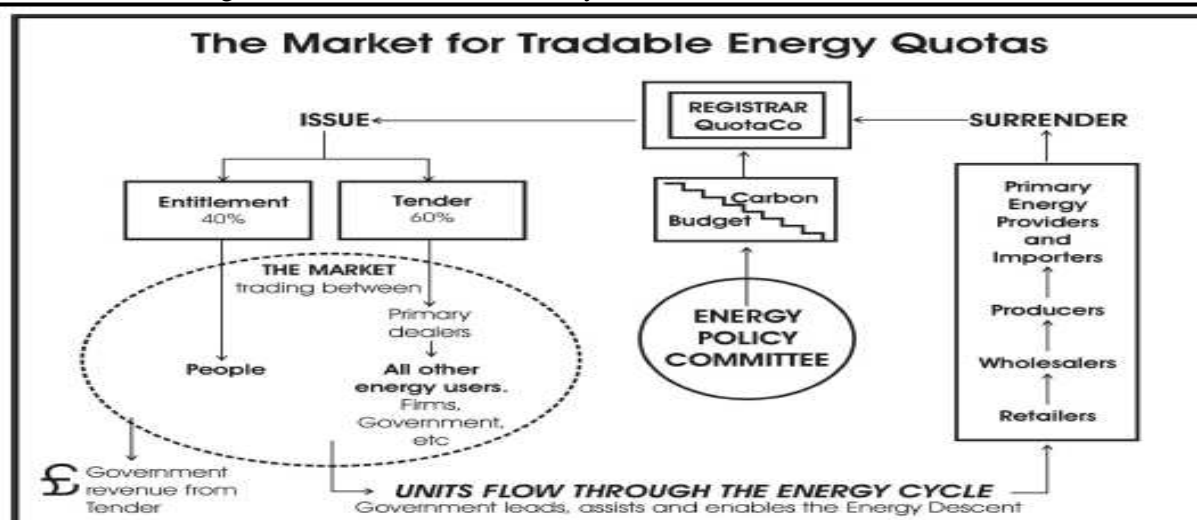
Personal Carbon Trading Model :

From the idea of reducing emission at individual level, actually the concept of personal carbon trading arises. A PCT would operate as '*Cap and Share*' scheme. In Cap and Share scheme, a national emission Cap would be set and the national government of the relevant country would reallocate or share the emission rights across the population as a whole equally. Thereby an individual gets his / her quota of emission. Individuals are provided with carbon credits equivalent to their quota. An individual would surrender carbon credits (consumption equivalent) upon the purchase of, for example, electricity, gas or transport fuel, etc. Those who are in need of emitting more than their allowance would have to purchase carbon credit from those who emit less than the allowance. With this mechanism overall emission cap and individual emission cap could be reduced gradually in line with international or nationally adopted agreements.

PCT Approach :

- a) For a specific period of time a carbon budget is established at the national level.
- b) Each individual is given an equal carbon emission quota considering national carbon allowance budget.
- c) Each individual will surrender carbon units at the time of purchasing fossil fuel based energy for home consumption and personal transport.
- d) Comparing the allowance and consumption of carbon units; excess or deficit units of carbon can be sold or purchased in the market through Multi Commodity Exchange.
- e) The scheme is monitored electronically.

Fleming in 2007 develops a model for personal carbon trading which is popularly known as Tradable Energy Quota (TEQ).



Source: Fleming (2007)

This model helps to fulfill twofold objectives firstly, it helps to reduce the use of fossil fuels and thereby reduce the green house gases emission from the burning of fossil fuels which results in global warming by ensuring equal and fair excess to energy and secondly, ensure a fair distribution of coal, oil, gas and electric power during shortages. According to this model national carbon budget (maximum permissible emission each year) as fixed by committee on climate change is distributed between individual (about 40%) and balance with all other users (firm, governments etc) by *Registrar quota co*. Carbon budget as distributed between individual is known as entitlement. In this entitlement scheme carbon allowance is given to individual free of cost and on equal per adult basis. In TEQ system carbon allowance to individual is issued to TEQ accounts and this account is maintained by *Registrar quota co*. When fuel or electrical energy is purchased, buyers pay for it as usual using money, but must also surrender units corresponding to the carbon content of their purchase. Individuals who use less than their Entitlement of units can sell the surplus; those who need more can buy them on the market. The units are electronic. Carbon allowance sold among all other users is known as Tender. From this Tender Government earned revenue. Banks and brokers (primary dealers) obtain a supply of units on instructions from their clients, and distribute them to all non-household energy-users in the economy – to industry and services of all kinds, and to the Government itself. The TEQs units received by the energy retailer (other users) for the sale of fuel or electricity are then surrendered when the retailer buys energy from the wholesaler who, in turn, surrenders them to the primary provider. Finally, the primary provider surrenders units back to the Registrar when it pumps, mines or imports the fuel

The Rating System evaluates fuels and electricity in terms of the carbon they contain and release. One TEQs unit is equivalent to one "carbon unit" – corresponding to the quantity of fuel or electrical energy that produces one kilogram of carbon dioxide over its lifecycle (not only from its final combustion, but also from the combustion of the other fuels used in bringing that fuel to market). The system ensures that all electricity and fuel carries a carbon rating. They conclude that TEQ model is very simple, practical and ensure the fair distribution of entitlements to fuels and energy under

conditions of scarcity and helps in reduction of carbon emissions. They also conclude that carbon budget will reduce gradually year by year and price of TEQ units will increase gradually.

Potential Impacts of Personal Carbon Trading :

- Reduction of carbon emission into the atmosphere and reduction in Global Warming.
- Reduction in fossil fuel based energy and shifting towards renewable energy.
- Existing fossil fuel reserve are conserved to last longer.
- Increase in energy efficiency and energy savings which results in savings in money. Personal energy use for transport (walking, cycling etc.) will increase.
- Reduction in household energy demand ensures uninterrupted energy demand in priority sector even in peak periods.
- Demands for more energy efficient household appliance will increase.
- Earning of money by selling surplus carbon unit.
- Earning opportunity of foreign currency for India by selling Surplus carbon unit.
- Increase more dependency on public transport.
- Changes in existing food habits from Non vegetables to vegetables.
- Changes in existing clothing habits from more carbon intensive clothes to less carbon intensive clothes.
- Changes in washing habits from more frequent washing to less frequent washing.

Problems with Personal Carbon Trading :

- It is very critical to apply Personal carbon trading in practical life because of complexity of the scheme about measurement of the carbon footprint or carbon emission at household level, accounting of carbon footprint, certifying of carbon credit and trading of surplus carbon credit.
- It is totally electronically monitored mechanism and this electronic based is not available in India.
- For proper working of the scheme knowledge about the scheme is very important and this knowledge is not available to all in India where literacy rate is only 74.08%.

Indian Scenario about Carbon Trading and Personal Carbon Trading :

India placed in Annex II countries which has no emission target. For this India has a golden opportunity to earn huge foreign currency by selling carbon credit to developed countries which has emission reduction target. India's carbon trading market is emerging as faster than that of BPO and information technology. India is likely to emerge as the biggest sellers and Europe is going to be the biggest buyers of carbon credits. Global carbon credit trading in year 2010 was \$5 billion, with India's contribution of \$1 billion. India has given important on Clean Development Mechanism (CDM) for earning Carbon credit. The Indian Government has approved 1400 CDM projects which will generate around \$6 billion (RS.28000 crores) into the country. But, till now India Government has not given any importance about the Personal carbon trading because of complexity of the scheme. But, for earning more and more carbon credits and earning more foreign currency it is important to reduce the emission at individual levels that means implementation of Personal carbon trading is very important. And there is huge scope of personal emission reduction because per capita energy

consumption in India is very low in comparison to other countries and placed 10th as depicted in Table 2.

Table 2. Global Energy Consumption

Country	Per Capita Consumption (kWh)	Country	Per Capita Consumption (kWh)
Canada	17179	United Kingdom	6206
USA	13338	Russia	5642
Australia	11126	Italy	5644
Japan	8076	India	631
France	7689	Bangladesh	214.4
Germany	7030		

Source: International Energy Statistics.

Conclusion

Out of the three mechanisms suggested by Kyoto protocol carbon trading is an important and innovative tool for reducing emission in atmosphere and fight against Global warming. But for reducing emission countrywide it is important to reduce the emission at individual level or household level and which generates the concept of Personal carbon trading. Though implementation of personal carbon trading is complex one in a country like India where literacy rate is low and has no such sound technological base for PCT. But, government should develop such policies and technology and other required system which will helps in implementation of PCT in whole of the country.

Acronyms and Abbreviations :

CDM	: Clean Development Mechanism.
GHG	: Green House Gas.
DEFRA	: Department for the Environment, Food and Rural Affairs.
TEQ	: Tradable Energy Quotas.
UNFCCC	: United Nations Framework Convention on Climate Change.
CER	: Certified Emission Reduction.
PCT	: Personal carbon Trading.

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B. ED. COURSE : THE FIRST STEP TO BECOME A SECONDARY SCHOOL TEACHER**Newton Biswas****Lecturer, JRSET College of Education, Chakdaha, Nadia, West Bengal****Email : newtanbiswas85@yahoo.com****Abstract**

We all know that B.Ed is a pre-service teacher training, one year course for secondary and higher secondary school teachers. During this training period the student-teacher is trained to become a perfect teacher. During this period the student-teacher is taught about different methodologies of teaching, school administration, make familiarity with real schooling or classroom situation, trends of education, sociological, philosophical and psychological foundation of education etc. National council For Teacher Education or NCTE is very strict to control the quality of training given in different training institutes in India. But, day by day, B.Ed course is becoming simply certificate centric. The Chattopadhyaya Committee Report (1983-85) observes: "...what obtains in the majority of our Teaching Colleges and Training Institutes is woefully inadequate..." Again Yashpal Committee Report (1993) on Learning without Burden noted "...inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools." Recently NCTE took many initiatives for making quality teachers according to the demand of the society. But the situation remains the same. Many college/ university graduates believe that there is very little application of the things taught in the B.Ed course. In this article an attempt has been made to find out the reasons why maximum college/ university graduates have little faith in B.Ed course, and how such thoughts can be changed.

Key Words : *B. Ed. course, Pre-service Teacher Training, Methodologies, Foundation of Education, Application, NCTE, Unsatisfactory.*

Teacher training programme for the school teachers in India is not a new concept. The history of teacher training programme started in colonial India, way back in 1850s. For the first time the need for definite teacher training programme was articulated in the recommendation of Indian Education Commission (1884). With the change of time, society, scientific advancement, social demand, recommendations of various commissions on education, many things have changed in the structure and curriculum of teacher training system. During the 20th century major change came in the teacher training places, different types of training modes were introduced, such as regular campus cum practicing school experience, correspondence cum contact programmes, distance learning programmes of teacher education etc. Imparting professionalism among teachers is a crucial decision in the history of teacher training programme which is recommended by Kothari Commission (1964-66). With all the changes and reforms in teacher education programme, it is a matter of fact that basic pattern remains in the same place even in this second decade of 21st century. The same tone is reflected in the Position Paper of National Focus Group on 'Teacher Education for Curriculum

Renewal’ where they says, ‘A quick glance through surveys of educational research in India conducted periodically over the years 1974-1998 substantiates the point that teacher education programmes have remained unchanged in terms of their substance, experiences offered and modalities adopted’. It was once again strongly felt that the entire teacher training programme should be restructured. Keeping this thing and recommendations of various education commissions like NPE 86’, NKC, NCF 05’, Yash Pal Committee report, etc in mind, NCTE made National Curriculum Framework for Teacher Education (NCFTE) in 2010 to make Professional and Humane Teacher. NCFTE thinks the following are the role and responsibilities of a teacher in this age:

- Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
- Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.
- ‘Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.
- Teachers need to be trained in organizing learner-centred, activitybased, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as ‘given’ and accepted without question.
- Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.
- The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.
- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.
- Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.
- Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself

and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

- In view of the many-sided objectives of teacher education the evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.'

At the same NCFTE advocates that we need such type of teachers who will '* Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, treat all children equally.

- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
- Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.
- Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.'

To make such type of teachers NCTE made a new Draft Curriculum for One Year B. Ed. Programme for secondary schools . Many teacher training institutes have already modified their curriculum and some are still in the process of modifying their curriculum according to this draft curriculum given by NCTE. In this curriculum subject matters are selected and arranged in such a way that after the completion of this course the expected outcome of the teacher-student will be as follows:

- The teacher student will be able to : -
- Understand the relationship between Education and individual and National Development.
- To examine the influences of political and policy decisions on Education and its aims, content and procedures.
- To understand how Education derives its relevance from socio cultural contexts and critically reflect on the influence of education on quality of life
- To analyze the social context of education and its bearing upon school system
- To examine the changing emphases on Education in the context of Globalization, Liberalization and Privatization
- Analyze and understand educational concepts, their premises and contexts that is unique to education.
- Understand and appreciate the nature and the purpose of education, their practical ramifications in the school context. analyze the philosophical reflections and educational thoughts of great Educational thinkers

- Understand the nature of knowledge in Education and its contribution to status of education as a discipline and interdisciplinary in nature inquire into the roles of teacher, school and the community in the changing perspectives of pedagogy appreciate the historical development of education as a system and its evolving structures examine the concerns and issues related to education system understand the importance of systemic reforms in achieving quality education
- Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it. Examine the issues and concerns related to universalization of secondary education
- Analyze the strategies used for realization UEE and the outcomes of their implementation.
- Realize the need and importance of equity and equality in education and the constitutional provisions for it.
- Identify the various causes for inequality in school.
- Realize the importance of Right to Education and the provisions made for realizing it.
- Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools. Understand the need and importance of education for peace and the national and international efforts towards it. Examine the issues and concerns related to global and local environmental crisis.
- Explores the strategies for sensitizing the learners towards environmental conservation.
- Understand the Action measures taken for Environmental Conservation and its sustainability at the international level. Explore the school curriculum for integrating environmental concerns
- Develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
- Develop an understanding of dimensions and stages of human development and developmental tasks
- Understand the range of cognitive capacities among learners, reflect on their own implicit understanding of the nature and kinds of learning
- Gain an understanding of different theoretical perspectives on learning
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers
- Demonstrate his/her understanding of the role of a teacher at different phases of instruction
- Write instructional objectives teaching of a topic
- Demonstrate his/her understanding of different skills and their role in effective teaching. Use instructional skills effectively
- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realize the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques Develop assessment tasks and tools to assess learners performance
- Analyze, manage, and interpret assessment data
- Analyze the reporting procedures of learner's performance in schools

- Develop indicators to assess learner's performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international Level
- Understand teaching as a process of communication and be aware of various resources available for making it effective
- Prepare and use appropriate instructional material for effective classroom transaction
- Design and develop an ICT integrated learning resource
- Critically reflect on the suitability of learning resources planned in teaching-learning
- Organize learning with active participation of learners- individually and in groups
- Understand importance of classroom management, Describe approaches to classroom management
- Understand ways of preventing problems in managing a classroom, List physical resources and describe how to maintain them, Explain the role of teachers and the principal in ensuring a vibrant school climate
- Develop conceptual understandings about teaching and learning in school environment Validate the theoretical understandings developed through various foundation and pedagogy courses, Understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning Mobilize appropriate resources for them.
- Understand the content and pedagogical principles, issues and problems related to Teaching. Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, working with the community Develop proper professional attitudes, values and interests understand the role of a teacher Familiarize with the existing educational scenario of the respective states.

These are the main objectives of B.Ed course for secondary teachers. Now the question is why NCTE have selected this objectives or behavioral changes among secondary school teachers through B.Ed course and curriculum? The answer will be clear if we give a close look at our present society. Though the literacy rate is 74.04% (Census 2011) and in the last four years the gross enrolment ratio (GER) for higher education has increased from 12.4 to 20.2, India's contribution in global research output is just 3.5%. (ToI)

With the population explosion, the number of students is also increasing in educational institutions. Naturally these varied students have different background and their ability is also different. The number of first generation learner is also very high. So, it is essential for the teacher to have a clear idea about the various cultures and knowledge about the locality and the psychology of human beings specially the child and adolescent psychology.

Poverty is another curse of Indian society. Almost '77% of Indians live on a consumption expenditure of less than INR20 (around USD 0.4) a day, 0.8% was the decline in poverty during 2007-11, whereas the average growth rate was 8.2%., and 134 out of 187 countries is India's rank on the UN human development index' (Human Rights in India, Status Report 2012, Working Group On Human Rights In India And The UN). 'India has one of the highest concentrations of street children in

the world, with UNICEF estimating their number to be as high as 11 million'. (Consortium for Street Children, *Street Children Statistics*, June-August 2009). Again Quoting the 2011 census data, Union Minister for Rural Development, *Jairam Ramesh*, acknowledged that 60% of rural households still do not have access to proper toilet facilities and called for urgent measures for what he named *another distressing national shame*" (Human Rights in India, Status Report 2012, Working Group On Human Rights In India And The UN). Corruption in Indian society is also increasing day by day. According to Transparency International's December 2011 Corruption Perception Index India ranks 95 out of 183 countries.

With all this things the ever deepening globalization and revolutionary advancement of information and communication technology, reduces the distance and made our life much more comfortable, but at the same time it broke the basic structure of Indian society, from joint family to nuclear family is the modern trend of Indian society. Growing individualism, consumerism, self-centeredness, and becoming impatient is shrouding this society. Murder, crime, violence, rape, kidnapping etc is increasing everyday in a supersonic speed. Till now the teaching community fails to play the positive role as expected from them. The problem is there is a shortage of well qualified teachers. National Knowledge Commission 2009, observes that "Teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers." Otherwise we will lose our own identity.

Slowly, gradually Indians are shifting away from its root into an unknown world which is not its own. Today old is no more gold. It is old fashioned. It's not that we have passed all the good days. No. We live not in the past, but in the present, and live with the hope for a better future. For this better future we need better human beings. Without this 'better human beings' the country as well as the planet will not be able to fulfill the dream of sustainable development, will not be able 'to live together', will not be able to reduce crime, greed, hate, violence, rape, murder, and poverty, will not be able to increase tolerance, patience and non-violence. Above all the planet will not remain a safe place for human beings.

Just after the birth a child is not doomed to be a good person. Adjacent environment of the child, determines a lot about the personality of the child. In the early age family becomes the first teacher and school is the second teacher. The school environment plays an important role in shaping the personality of the child. The child group belonging to the age group of 11/12 to 17/18 is generally the students of secondary schools. This period is very important in shaping the entire personality of the present student and future citizen. To shape the personality of the individual during this period, proper dedicated teachers are essential. Not only in developing personality, but also to teach the students different subjects we need good teachers. He/she should have sufficient knowledge about different methodologies, pedagogy, and recent advancement in the field of education. In fact, a good teacher is a life long learner.

In the recent draft Curriculum for One Year B.Ed. Programme for secondary schools by NCTE all the necessary things are present to make proper teachers. Now the question is, is it mandatory to know all the things mentioned in the draft curriculum? The answer is a big 'yes'. Many people ask how far the teacher can apply those things in the real classroom situation. The answer is, it depends on the

level of determination, professionalism, commitment and passion of the teacher regarding his/her profession. With the marketization of education B.Ed course has become a prey to the business persons. Number of private B.Ed colleges has increased a lot during the last 10 years. But maximum institutes fail to provide quality education. Yashpal Committee Report (1993) noted “...inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools.”

Today school teaching is one of the lucrative jobs in the country. As B.Ed is mandatory for school teachers in central and maximum state aided schools, there is a rush to pursue this course. Huge numbers of people simply want to take teaching as a job. Even they don't have any feelings for the profession. This people simply want a certificate. In this age of seat, rank, job, and competition the dream of maximum college and university graduates is to secure a job, any kind of job. It may be a teaching post, it may be an administrative post or even it may be a post of a police or it may be a post of a clerk. The sense of insecurity is so much in our life, which forces the graduates to think first about a job. That is why this people have very little idea about the teacher training courses. Due to this ignorance this graduates have little faith in such training programmes. Another thing is conformation bias- The seniors who use to think the same, and got the certificate without any motivation from the teacher educators or anyone during the course, they became firm in their believe that B. Ed. course doesn't have any practical implications. They use to spread that B. Ed. course doesn't have any practical implications. Due to this conformation bias many people have low faith in such type of training programmes. The main problem is the shortage of well qualified and motivated teacher educators.

The teacher educators will have to play a vital role in this regard. It is the role of the teacher educator to motivate and give proper training to such types of student teachers. Among the four elements of teaching-learning system, teacher, here the teacher educators is very important. Without their active determination, professionalism, commitment, passion and cooperation we will not be able to reach to our goal. In this regard is the existing M.Ed curriculum will have to modify immediately. It is a matter of fact that applying these things is not an easy task in Indian classes, where teacher student ratio is very high. But at the same time no body said that becoming and fulfilling the responsibility of a teacher is very easy. This is one of the toughest profession, but if the teacher feels for the nation, its traditions, culture, contribution to the world of knowledge, if he/she is committed to his/her profession, love the students and have faith on them, then this tough thing will become easy and interesting. So, before becoming a teacher, let us know our society, our educational history, psychology of the learners, evaluation system, real classroom experiences, school administration, school functioning, role and professional code of ethics for the secondary school teachers. B. Ed. course prepares a student teacher to become a first class teacher from the very first day of the profession in the school.

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MEASUREMENT OF FINANCIAL STRENGTH AND STABILITY : A CASE STUDY OF INDIAN TOBACCO COMPANY (ITC)

Sarbajit Paul

Assistant Professor, Vijaygarh Jyotish Ray College, Kolkata, West Bengal

Introduction

Ratio analysis is one of the most important but simple techniques for analyzing and interpreting the corporate financial strength and stability. Present economic condition of India has taken a new dimension regarding the money market, capital market and other investment opportunities. Bank and other financial institutions which are mainly investment oriented organizations are now gradually reducing their interest rates. For that very reason general people are much interested in investing their money in stock market rather than in bank or other financial institutions. Mobilization of short-term and long-term investments towards stock market ensures the sound financial health of several companies. In connection with the above situation, management of every organization needs to assess the present financial position and future prosperity of that organization. Similarly, every potential investor is always ready to know the financial strength of his respective concern periodically. Now-a-days, the management of the organization and other interested parties are keeping the records of all ups and downs which occur daily in the stock market. There are several techniques which are more or less use to identify the financial health of an organization. Ratio analysis is one of the most important but simple technique by which every organization can judge its performance and predict the potential future success (Jagetia, 1996).

Ratio Analysis is most widely used tool for financial analysis. A financial ratio is a quotient of two accounting numbers and is an expression of relationship between the figures. It indicates a quantitative relationship which is used for a qualified judgment and decision-making. According to the nature of activity or function, ratios can be grouped into various classes. All accounting ratios cannot be used for the same purpose. As per the need of the interested parties, ratios can be categorized into two broad heads, viz., (I) Ratios of Operating Efficiency and (II) Ratios of Financial Stability and Soundness (Banerjee, 1999; Rathnam, 1995). In this context, it is to be noted here that the 'Liquidity-Profitability Tangle' is an important phenomenon that must be taken care of by a prudent manager. That is to say, generally, there is a relationship between liquidity (especially short term liquidity in terms of the proportion of working capital in total capital employed or in terms of current ratio and quick ratio) such that and optimum (neither more nor less) liquidity band or range should be continually maintained. [Banerjee (1982) & Garai (1988)]. Present study is mainly concerned with that area of ratio analysis which helps us to measure the financial strength and stability of an organization.

Literature Review

Charitou, M.S., Elfani. M. and Lois. P (2010) in their article, provide the information that working capital management leads to the profitability and better utilization of resources leads to value

creation. Their empirical study shows that cash convertibility, inventory, creditor's payment period and outstanding sales have the great impact on firm's profitability.

Sharma.V (2011) in his study 'Liquidity, Risk and Profitability Analysis : A Case Study of Maruti India Ltd'. explains the fact that liquidity ratio is a indispensable tool for analyzing the sustainability of an organization which derives a firm to maximize profit with a minimum cost.

Guruswamy, D. (2012) opined that profitability ratio is the most important diagnostic tool for measure the result of banking operations and effectiveness of the organization. He has also pointed out that profitability analysis is inevitable for survival and growth of the banking organization.

Padmini.K and Reddy.S.C (2012) have investigated the long-term solvency of a firm through debt equity ratio. They have also informed that there is a great impact of financial leverage on the earnings of the share holder and justified the use of debt capital in financial structure.

Venkatesan.T. and Nagarajan.S. K. (2012), have informed in their research paper that the overall earnings performance and shares value of a concern depend on its profitability position. They have also expressed their views that profitability more or less depends upon the optimum resource utilization, reduction in expenditure and quality management functions regarding product, consumer's satisfaction, goodwill and market share at large.

Research Question

There are several studies which indicate the profitability and liquidity position of an organization. Observations are also made on different issues of financial performance analysis and measures have been taken for improving the solvency position of a firm. Present study intends to pin point and enlighten the aspects that the ratio analysis is a powerful tool for measuring the financial strength and stability of a firm. This study also aims at to find out the functional relationship of different ratios and the consistency or the variability of these said ratios by use of some statistical tools during the study period. To materialize this we have chosen a most popular diversified concern ITC.

Objectives of the Study

- i) Detailed analysis of different ratios relating to financial strength and stability.
- ii) To examine how far these ratios are effective to evaluate the financial strength and stability of a particular organization.

Profile of the Company under Study

For the present study, we have selected Indian Tobacco Company (ITC), a popular diversified First Moving Consumer Goods (FMCG) company. The company was incorporated on 24th day of August, 1910 as a private limited company under the name, Imperial Tobacco Company of India Limited. The company was converted into a public limited company on 27th October, 1954. The name of the company was changed from the Imperial Tobacco Company of India Ltd. to Indian Tobacco Company Ltd. in May, 1970. The company mainly engaged in the manufacture and distribution of cigarettes and smoking tobaccos and specialty papers including cigarette tissue papers. ITC is the sole manufacturer of cigarette tissue paper in the country. The company is also engaged in tobacco leaf processing, printing and packaging, hotels, food and exports.

Data Collection and Methodology

The data, used in this study, of ITC for the period 2003 to 2012 are collected from secondary source, i.e., Dion Global Solution Limited and www.moneycontrol.com/financials/itc. For analyzing the data simple management accounting technique like ratio analysis, mathematical tools like average, percentage and statistical tools like measure of central tendency, measure of dispersion including coefficient of variation are used.

Selected Ratios Widely Used to Judge the Financial Strength and Stability

First part of Table 1 shows the profitability ratios of the company which have been selected and computed for the study. They are: (1) Gross Profit Ratio (GPR), (2) Operating Profit Ratio (OPR), (3) Net Profit Ratio (NPR), (4) Return on Investment Ratio (ROIR). For assessing the liquidity position of the company, five ratios, namely: (1) Current Ratio (CR), (2) Quick Ratio (QR), (3) Current Assets to Total Assets Ratio (CATAR), (4) Inventory Turnover Ratio (ITR), (5) Debtor Turnover Ratio (DTR) are computed. For the measurement of the long-term solvency position other four ratios are selected and computed as: (1) Debt-Equity Ratio (DER), (2) Equity Ratio (ER), (3) Debt to Total Assets Ratio (DTAR), (4) Fixed Assets Ratio (FAR).

Table 1. Selected Ratios Widely Used to Judge the Financial Strength and Stability

Significant Uses	Different Ratios		
	Profitability Ratios	Liquidity Ratios	Solvency Ratios
Indicator	It is a good indicator of firm's survival and growth.	It reflects the short-term financial solvency of a firm.	It is useful for assessing the long- term financial strength or soundness of a firm.
Ratios to be used	(1) Gross Profit Ratio (Gross Profit/Sales) (2) Operating Profit Ratio (Operating Profit/Sales) (3) Net Profit Ratio (Net Profit / Sales) (4) Return on Investment Ratio (Net Profit/Capital Employed)	(1) Current Ratio (Current Assets/Current Liabilities) (2) Liquid Ratio (Current Assets less inventories/current liabilities) (3) Current Assets to Total Assets Ratio (Current Assets/Total Assets) (4) Inventory turnover Ratio (Inventory/Sales) (5) Debtors Turnover Ratio (Debtors/Sales)	(1) Debt-Equity Ratio (Long-term Debt/Equity Shares Capital plus Reserves and Surplus) (2) Equity Ratio (Shareholders' Funds/Total Assets) (3) Debt to Total Assets Ratio (Total Debts / Total Assets) (4) Fixed Assets Ratio (Fixed Assets after depreciations/ Proprietors fund)
Interested Parties	Management, Trade Creditors, Government Agencies, Actual and Potential Shareholders, Employees	Management, Creditors (Short-term), Lenders (Short-term), Bank, Merchant Bankers, Issue Houses	Long-term Creditors, Debenture Holders, Shareholders, Management, Government Agencies, Term Lending Institutions, Merchant Bankers, Issue Houses

Analysis and Findings of the Study

A. Profitability Analysis : For survival and growth over a long period of time a firm should earn

sufficient profit. Without adequate profit it is difficult to meet the day by day operating expenses and simultaneously creation of fund for further expansion or diversification is next to impossible. Various profitability ratios are the instrument of the management and the owners to evaluate the financial soundness of their firm. In order to assess the profitability position of the company during the study period, four important ratios relating to profitability have been computed and reported in Table 2 and interpreted as follows:

Gross Profit Ratio (GPR) : As per Table 2 on an average, the ratio for ITC is 33.52 percent that exhibits the healthy position. Standard Deviation (S.D.) of this ratio is 3.68 and Coefficient of Variation (C.V.) is 10.97 percent which indicates the consistency of the ratio. The profitability position of ITC as measured by GPR is satisfactory.

Operating Profit Ratio (OPR) : A high operating ratio is generally the indicator of high profitability. Table 2 exhibits that the Operating Ratio ranged from 31.57 percent in 2008 to 37.56 percent in 2003. The mean value of the ratio is 34.5. The S.D. of the ratio is 1.97 and C.V. is 5.71 percent which show high consistency of the ratio during the period.

Net Profit Ratio (NPR) : It is observed from Table 2 that the average of this ratio is 22.95 percent which is a good indicator of firm's profitability. This ratio varied from 21.18 percent in 2009 to 28% in 2005. The S.D. of this ratio is 1.19 and C.V. is 5.18% also showing high degree of consistency.

Return on Investment Ratio (ROIR) : A high ROIR ensures an efficient use of the funds and sound managerial ability as well as better profitability. Table 2 shows that, on an average, ITC maintained ROIR at 38.65 percent throughout the study period ; the range being 33.09 percent in 2005 to 46.95 percent in 2012. The S.D. of this ratio is 4.38 and C.V. is 11.33 percent which shows high consistency of this ratio during the period under study.

B. Liquidity Analysis : Measuring the Liquidity position of a firm is the most important factor to judge the firm's ability to meet its short-term obligations. To ascertain the short-term financial strength and stability liquidity ratios are the unique diagnostic tool. Five ratios have been computed and analyzed to ascertain the short-term solvency position of the company during the period under study. They are also shown in Table 3 and interpreted as follows :

Current Ratio (CR) : It is also observed from the Table 3 that, on an average, this ratio is 1.15 which is below from the normal (generally CR 2:1 is taken as acceptable norm though there is variation in industry to industry). The S.D. of this ratio is 0.20 and C.V. is 17.40 percent which shows the slight variability of the position during the study period.

Quick Ratio (QR) : Table 3 shows that, on an average, QR is 0.53 which is not so nearer to the normal level (generally QR 1:1 is taken as acceptable norm). It varied between 0.39 in 2010 to 0.70 in 2003. The S.D. of this ratio is 0.10 and C.V. is 18.87 percent indicates the flexibility of this ratio during the study period.

Current Assets to Total Assets Ratio (CATAR) : Table 3 displayed that on an average one third of total assets of ITC, i.e., 0.35 is current assets. It ranged between 0.27 in 2003 to 0.40 in 2008. The S.D. of this ratio is 0.06 and C.V. is 17.14% showing less consistency throughout the study period.

Inventory Turnover Ratio (ITR) : Table 3 exhibits that on an average one third of total sales of ITC represented by inventory, i.e., 0.26 times of turnover. It ranged between 0.21 in 2003 to 0.31 in 2009. The S.D. of this ratio is 0.03 and C.V. is 11.53 percent showing the high consistency.

Debtors Turnover Ratio (DTR) : It is observed from Table 3 that the average DTR throughout the study period is 0.04. The S.D. of this ratio is 0.02 and C.V. is 50 percent which shows the very high degree of variability of the position during the study period.

C. Solvency Analysis : The word solvency means the ability of a firm to discharge its long-term obligations. Long-term borrowers can judge the firm's financial capability and stability for a long period of time in terms of interest payment and repayment of the installments of the principal in a consistent manner by use of solvency ratios. To examine the long-term solvency position of the company, during the period under study, the following four ratios relating to this area are computed.

Debt-Equity Ratio (DER) : Table 4 shows that the average DER of ITC is 0.015 during the period under study which indicates that the firm bears a very low financial risk. The S.D. of the ratio is 0.008 and the C.V. is 53.33 percent showing very high variability of this ratio throughout the study period.

Equity Ratio (ER) : During the period under study, the average ER of ITC is 0.98, i.e., the firm financed more or less hundred percent of total assets from its shareholders' funds, as shown in Table 4. The S.D. of the ratio is 0.08 and C.V. is 8.16% reflecting the greater consistency of the ratio.

Debt to Total Assets Ratio (DTAR) : Generally, lower DTAR is the indicator of more satisfactory and stable long-term solvency position of a firm. The average of the ratio during the study period is 0.016 which indicates that the firm acquires 1.6 percent of total assets from debt funds. As per this ratio, the firm is in a highly comfortable position in terms of long-term solvency. The S.D. of the ratio is 0.08 and C.V. is 50 percent which exhibits high variability of the ratio throughout the study period.

Fixed Assets Ratio (FAR) : This ratio is mainly used to identify the long-term solvency of an enterprise. The ratio indicates the extent to which the total fixed assets is financed by proprietor's fund. During the period under study, the average FAR of ITC is 0.51, i.e., the firm utilizing its fifty percent of the shareholders' fund for financing the Fixed Assets, as shown in Table 4. The S.D. of the ratio is 0.04 and C.V. is 7.84 percent which reflect the greater consistency of the ratio.

Limitations of the Study

1. The study is organized only depending upon the secondary data and the study confines within ten years time periods from 2003 to 2012.
2. In this study limited parameters have been used like simple ratio analysis, mathematical tools like

average, percentage and statistical tools like measure of central tendency, measure of dispersion including coefficient of variation.

Conclusion

The tool of ratio analysis has the main objectives of providing useful information relating to the firm's profitability, liquidity, solvency and overall performance to the users. Financial analyst tries to measure the profitability of the organization by use of some profitability ratios. A liquidity ratio helps the short-term creditors to judge the liquidity position of the firm at the same time long-term investors and the managements always concentrate their views in the solvency ratios, earning capacity and overall performance of the firm. Similarly, owners are more interested on the firm's financial strength and stability. In a summarized way profitability ratios measure the firm's performance and financial soundness and liquidity ratios disclose the firm's ability to meet the current obligations. Solvency ratios mainly show the firm's financing pattern and its proper utilization.

During the study period we observed that the profitability of ITC in terms of GPR, OPR, NPR and ROIR was more or less stable as depicted in the Table 2. Table 3 exhibits the firm's liquidity position through CR, QR, CATAR, ITR and DTR. As per the Table 3, liquidity position of ITC in terms of CR, QR, CATAR, ITR and DTR moderately inconsistent (especially DTR is highly inconsistent) throughout the study period. Lastly, Table 4 shows the solvency ratios namely DER and DTAR which are instable due to high degree of coefficient of variation and at the same time other two solvency ratios i.e. ER and FAR exhibit the highly consistent position supported by low coefficient of variation. Thus, it can be concluded that the company is earning an excellent profit and operating in an optimum liquidity range. Company's long-term solvency position is also very appreciable. We suggest that it is an evergreen organization and a huge income generating concern in the industry.

Table 2. Selected Ratios Relating to Profitability of Indian Tobacco Company Ltd.

Year	Gross Profit Ratio (GPR)	Operating Profit Ratio (OPR)	Net Profit Ratio (NPR)	Return on Investment Ratio (ROIR)
2003	37.96	37.56	22.99	38.03
2004	38.59	37.12	24.08	36.17
2005	37.56	36.40	28.00	33.09
2006	35.98	34.36	22.19	36.26
2007	34.05	32.51	21.40	37.24
2008	28.44	31.57	21.50	36.60
2009	29.17	32.84	21.18	34.60
2010	29.74	33.02	21.30	42.64
2011	30.97	34.08	22.91	44.94
2012	32.77	35.55	23.97	46.95
Mean	33.52	34.50	22.95	38.65
S.D.	3.68	1.97	1.19	4.38
C.V.	10.97	5.71	5.18	11.33

Source : Dion Global Solution Limited (<http://www.moneycontrol.com/financials/itc/balance-sheet/ITC#ITC>)

Table 3. Selected Ratios Relating to Liquidity of Indian Tobacco Company Ltd.

Year	Current Ratio (CR)	Quick Ratio (QR)	Current Assets to Total Assets Ratio (CATAR)	Inventory Turnover Ratio (ITR)	Debtors Turnover Ratio (DTR)
2003	1.19	0.70	0.27	0.21	0.03
2004	0.95	0.47	0.28	0.24	0.03
2005	0.97	0.43	0.32	0.26	0.07
2006	1.25	0.57	0.35	0.27	0.05
2007	1.33	0.58	0.38	0.27	0.05
2008	1.36	0.56	0.40	0.29	0.05
2009	1.42	0.61	0.38	0.31	0.04
2010	0.92	0.39	0.39	0.24	0.05
2011	1.08	0.50	0.39	0.25	0.04
2012	1.08	0.51	0.36	0.22	0.04
Mean	1.15	0.53	0.35	0.26	0.04
S.D.	0.20	0.10	0.06	0.03	0.02
C.V.	17.40	18.87	17.14	11.53	50.00

Source : Dion Global Solution Limited (<http://www.moneycontrol.com/financials/itc/balance-sheet/ITC#ITC>)

Table 4. Selected Ratios Relating to Long-Term Solvency of Indian Tobacco Company Ltd.

Year	Debt Equity Ratio (DER)	Equity Ratio (ER)	Debt to Total Assets Ratio (DTAR)	Fixed Assets Ratio (FAR)
2003	0.02	0.98	0.02	0.56
2004	0.02	0.98	0.02	0.51
2005	0.03	0.97	0.03	0.50
2006	0.01	0.98	0.02	0.46
2007	0.02	0.98	0.02	0.45
2008	0.02	0.98	0.02	0.51
2009	0.01	0.99	0.01	0.53
2010	0.01	0.99	0.01	0.58
2011	0.01	0.99	0.01	0.52
2012	--	1.00	--	0.48
Mean	0.015	0.98	0.016	0.51
S.D.	0.008	0.08	0.008	0.04
C.V.	53.33	8.16	50.00	7.84

Source : Dion Global Solution Limited (<http://www.moneycontrol.com/financials/itc/balance-sheet/ITC#ITC>)

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SWAMI VIVEKANANDA ON WOMEN EMPOWERMENT AND SPORTS

Sudhanhsu Dey

Research Scholar, Department of Physical Education, University of Kalyani, West Bengal

Prodosh Kar

Assistant Teacher, Ramnagar Milanbagan Sikshaniketan H. S., Ranaghat, West Bengal

Dr. Sanjib Mridha

Associate Professor, Department of Physical Education, University of Kalyani, West Bengal

Abstract

Women have many and grave problems but none that cannot be solved by that magic word : education. Swami Vivekananda was of the firm opinion that women must be educated. For he believed that it is the women who mould the next generation and hence, the destiny of the country. In Vivekananda's educational scheme for India, the upliftment of women and the masses received the highest priority. The idea of perfect womanhood is perfect independence. Swamiji's vision of uplifting the women from their plight condition is also manifested by his work. Swamiji stressed more on physical culture for men and women by saying that, playing football is more important than reading the Gita.

Key Words : Education, Physical Culture.

Introduction

Swami Vivekananda said – “If you do not raise the women who are living embodiment of the Divine Mother, do not think that you have any other way to rise. That country and that nation which do not respect women have never become great, nor will ever be in future.” While celebrating the 150th Birth Anniversary of an “Infinite Dreamer” like Swami Vivekananda with pomp and grandeur we hardly forget to quote this bold proclamation of the great visioner or to make a proud reference to Gargee or Maitreyee, the distinguished scholars of ancient India.

Every state policy recognizes the role of women in nation building and undertakes various schemes and programs for the emancipation of women from poverty, illiteracy and exploitation. But, even in 21st century our achievement in the domain of women empowerment in social, political and economic activities is not impressive and we are far from giving them social justice, safety and security. We also celebrate International Women Day (8th March) every year with an aim to enhance the scope of social opportunity, to expand the area of economic, self dependency, to neutralize gender inequality and to ensure political empowerment. But the turning point should be fixed on the creation of a social order where women can participate in all activities without any fear of victimization of any sort. Participation of women in the development process has long been neglected. But in this age of liberalization when we are looking for a rapid and radical social change for a egalitarian society, empowerment of women should be an integral part of development process. Improvement of the

status of women will yield a positive impact on operational aspects of the government policy and help the nation to face the challenges of the day.

Pains and Problems of Eomen in the Land of Sita and Savitri

Swami Vivekananda sums up the national problems in India in two words : the women and the people. He traces the downfall of India to the continued neglect of our women and our masses. 'In India there are two great evils', says he, 'trampling on the women, and grinding the poor trough caste restrictions.' It was a land of Sita, Savitri and Damayanti as Swamiji said, it is now a land of Maya Tyagi, Mathura as current record says; the former picture smiles in glory, the later cries in pain and anguish. National Crime Records Bureau presents a grim picture of suffering and injustice inflicted on womanhood of the country. Molestation and dishonor, dowry murder and domestic cruelty- horrible state of affairs with rapidly uprising tendency has become a wider malaise to the society. Added to it are the factors like cultural oppression, social discrimination, economic deprivation and moral deterioration. There is a Ministry of Social Justice and Women Welfare with laws and schemes and budgetary allotment, but all these seem hollow due to systematic failure and lack of proactive approach.

Swamiji once said when he was in America, "I have never seen women elsewhere as cultured and educated as they are here (in America). Well –educated men there are in our country, but you will scarcely find anywhere women like those here Oh, how free they are! It is they who control social and civic duties, schools and colleges are full of women, and in our country women cannot be safely allowed to walk in the street!"

Swami Vivekananda – The Saviour of Our Women

Swamiji said, "I now see it all. Brother, *yatra naryastu pujoyante ramante tatra devatah* – The gods are pleased where the women are held in esteem - says the old Manu. We are horrible sinners, and our degradation is due to our calling women 'despicable worms', 'gateways to hell', and so forth. Goodness gracious! There is all the difference between heaven and hell!"

Swami Vivekananda raised his powerful voice many decades ago on behalf of our women and our masses. To them he will ever remain a powerful guardian of their rights and interests. He exhorted our men as well as our women to rise above sex distinctions which are based on the body, to the perception of the Atman – the sexless self – which is the reality behind both man and woman as well as all other beings. True emancipation, he declared, for woman as well as for man, could come only through an intensification of one's spiritual awareness. It was the realization of the spiritual oneness of humanity and the resulting equality of vision that made Swami Vivekananda the powerful friend and guardian angel of the rights of the weak, the lowly, and the lost. He was the first monk in history to affirm and to defend without any reservation the rights and liberties of woman; he is extremely sensitive on this point. To quote the sister Nivedita, 'Our Master, at any rate, regarded the order to which he belonged as one whose lot was cast for all time with the cause of woman and the people. This was the cry that rose to his lips instinctively.' Swamiji once said, "Do you know who is the real 'Shakti- worshipper'? It is he who knows that God is the Omnipresent Force in the universe, and sees in women the manifestation of that Force. Manu, again, has said that gods bless those families where women are happy and well-treated. Here (in America) men treat their women as well as can be

desired, and hence they are so prosperous, so learned, so free, and so energetic. But why is that we are slavish, miserable, and dead? The answer is obvious”.

Regarding child-marriage Swamiji opined, “How pure and chaste are they here! (In America). Few women are married before twenty or twenty five, and they are as free as the birds in the air. They go to market, school and college, earn money, and do all kinds of work. And what are we doing? We are very regular in marrying our girls at eleven years of age lest they should become corrupt and immoral. What does our Manu enjoin? ‘Daughters should be supported and educated with as much care and attention as the sons.’ As sons should be married after observing Brahmacharya upto the thirtieth year, so daughters also must observe Brahmacharya and be educated by their parents. But what we actually doing? Can you better the condition of your women? Then there will be hope for your well being. Otherwise you will remain as backward as you are now”.

The first condition of growth, according to Swamiji, is freedom. Social tyranny which denied liberty of these two vital elements (i.e., women and people) of the nation should give place to social freedom. Emancipation of women and uplift of the masses formed the two most important items in Swamiji Vivekananda’s programme of national regeneration.

Swamiji advocated, “In what scriptures do you find statements that women are not competent for knowledge and devotion? In the Vedic or Upanishadic age Maitreyi, Gargi, and other ladies of revered memory have taken the places of Rishis through their skill in discussing about Brahman.... The principal reason why your race has so much degenerated is that you had no respect for these living images of Shakti. Manu says, ‘where women are respect there the gods delight; and where they are not, there all works and efforts come to naught.’ There is no hope to rise for that family or country where there is no estimation of women, where they live in sadness. For this reason, they have to be raised first, and an ideal Math has to be started for them”.

He opined, “It is only in the homes of educated and pious mothers that great men are born. And you have reduced your women to something like manufacturing machines; alas, for heaven’s sake, is this the outcome of your education? The uplift of the women, the awakening of the masses must come first, and then only can any real good come about for the country, for India.” He further said, “If the women are raised, then their children will by their noble actions glorify the name of the country, then will culture, knowledge, power and devotion awaken in the country”.

He declared, “Educate your women first and leave them to themselves; then they will tell you what reforms are necessary for them”.

Women Education in Vision of Swami Vivekananda

Swamiji’s dream to build a math for spreading education among women is revealed from his words which are as follows :

“On the other side of the Ganga a big plot of land would be acquired, where unmarried girls or Brahmacharini widows will live; devout married ladies will also be allowed to stay now and then. Men will have no concern with this Math. The elderly Sadhus of the Math will manage the affairs of this Math from a distance. There shall be a girl’s school attached to this female Math, in which religious scriptures, literature, Sanskrit, grammar, and even some amount of English should be taught. Other matters such as sewing, culinary art, rules of domestic work, and upbringing of children will also be taught, while japa, worship and meditation etc., shall form an indispensable part of the

teaching. Those who will be able to live here permanently, renouncing home and family ties, will be provided with food and clothing from this Math. Those who will not be able to do that will be allowed to study in this Math as day scholars. With the permission of the head of the Math the latter will be allowed even to stay in the Math occasionally and during such stay will be maintained by the Math. The elder Brahmacharinis will take charge of the training of the girl students in Brahmacharya. After five or six years' training in this Math, the guardians of the girls may marry them. If deemed fit for Yoga and religious life, with the permission of their guardians they will be allowed to stay in this Math, taking the vow of celibacy. These celibate nuns will in time be the teachers and preachers of the Math. In villages and towns they will open centers and strive for the spread of female education. Through such devout preachers of character there will be the real spread of female education in the country. So long as the students will remain in association with this Math, they must observe Brahmacharya as the basic idea of this Math".

Spirituality, sacrifice, and self control will be the motto of the pupils of this Math, and service or Seva-Dharma the vow of their life. In view of such ideal lives, who will not respect and have faith in them? If the life of the women in this country be moulded in such fashion, then only will there be the re-appearance of such ideal characters as Sita, Savitri and Gargi".

Swamiji lays great stress on physical development because a sound mind resides in a sound body as we all know the quotes '*Men Sana incorpore Sano*'. Vivekananda supported and proposed training women in physical education and self-defense. Swamiji commented, "Along with other things they (women) should acquire the spirit of valour and heroism. In the present day it has become necessary for them also to learn self-defense. See how grand the Queen of Jhansi was!" He implored some notable Hindu women like Sarala Ghosal, the niece of Rabindranath to represent Indian womanhood on the world stage.

Conclusion

The essence of Swamiji's commands to us is that our right of interference is limited entirely to giving education. Women must be put in a position to solve their own problems in their own way. No one can or ought to do this for them. And our Indian women are as capable of doing it as any in the world. Liberty is the first condition of growth. It is wrong, a thousand times wrong, if any of you dares say "I will work out the salvation of this woman or child." Let me ask you first who are you to solve women's problem ? Are you the lord God that you would rule over every widow and every woman? Hands off! They will solve their own problem.

We want both men and women. There is no distinction of sex in the soul. We want thousands of men and thousands of women, who will spread like wild fire from the Himalayas to Cape Comerin, from the North Pole to the South Pole – all over the world. It is no use indulging in child's play – neither is there time for it. We want an organization, off with laziness. Spread! Spread! Run like fire to all places. Awake, Awake, great ones! The world is burning with misery. Can you sleep?

We should preach and follow the above order of Swami Vivekananda, a great teacher of all in the universe.

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EDUCATION FOR SUSTAINABLE DEVELOPMENT: AN OVERVIEW

Binayak Chanda

**Research Scholar, Department of Education, University of Kalyani, Kalyani,
Nadia, West Bengal, Email : binax2012@gmail.com**

Tarini Halder

**Assistant Professor, Department of Education, University of Kalyani, Kalyani,
Nadia, West Bengal Email : thalder@gmail.com**

Abstract

The greatest challenge we are facing today are the growing population, absolute poverty, environmental problems, conflict, violence, terrorism and inappropriate development, which are clasp together to weaken the ecological system on which we depend and live. Not only these forces, but also other forces (natural calamities, human actions and their combined effects) are in the loom. It is for these reasons that a huge shift in our thinking, values and action is required. To paraphrase Einstein, "The significant problems we face cannot be solved by the same level of thinking we used when we created them". The existing paradigms of education are yet to prove that they are adequate enough to address these burning issues. It is in this juncture, Education for Sustainable Development (ESD) is taken as a process to reach the apex of Sustainable Development (SD). It is within this context ESD will be discussed. The present paper attempts to highlight various aspects of ESD, viz. meaning of SD and ESD, Characteristics, differences between EE and ESD, major thrusts of ESD, strategies for ESD, and finally challenges with recommendations.

Key Words : SD, ESD, Challenges, Ecological System.

"Education is (...) the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century" – Dakar Framework for Action, April 2000.

Introduction

The literature of education points out the fact that three kinds of phrases are common in this field. These phrases are - education, the adjectival educations, and education for sustainable development (ESD). These phrases are dealt with under the three different paradigms. Approaches and intentions of these paradigms are different. The contexts under which they emerged vary greatly. Their pedagogies differ from each other. Yet, their ultimate goal remains the same i.e. to develop the full potential of an individual so that he / she become competent in promoting sustainability in the society.

Social Development Paradigm :

When we all say the word "education", it means the mainstream education, which is under the

banner of the “Social Development Paradigm”, where the parts (such as mountain, hills, rivers, forests, plains, snow, etc.) are studied to understand the whole (the Earth). It assumes that the sum of the parts is equal to the “whole”. Education takes place within the framework such as market philosophy, management culture, replicating modernists, or even entrenched modernists. Under this Paradigm, education carries on its traditional role of replicating a modernist society. Knowledge is transmitted in specialist and atomistic ways so that learners can be prepared for their role in the machine – to learn how to control and be controlled, to produce and to consume.

New Environmental Paradigm (NEP) :

The paradigm supports the idea that *“matter is not mechanistic but contains aspects of wholeness and fundamental interconnectedness”*. According to this paradigm, *“society too is seen as a web of shared meanings than a collection of individual consumers. Things are coming together; becoming more dependent”*.

In education, there has been the revival and extension of the old idea that learning is a dialogue, communication and creation of new meanings in a safe and cooperative environment”. Under this paradigm, there are many movements, which are libertarian, and community education, progressive education, adjectival educations and socially critical and holistic environmental education (EE) and development education (DE). The adjectival educations (such as environmental education, development education, peace education, global education, to name a few) have arrested common expressions such as progressive, learner-centered, socialist, community-based and ecological traditions. DE and EE have played a prominent role which has partly been embraced and partly marginalized by the mainstream education. Education carries on the role and need of some special groups of people and philosophy. This paradigm is broadly democratic, more eco-centric, socially concerned and integrative.

Education for Sustainable Development Paradigm :

In order to fill up the vacuum created by these thinking, it is necessary and required to find new model and approach which builds a new model, while retaining continuity with existing good practices. A model is required to continue to distil many contributory elements from these paradigms. The new model looks at the whole to be more than the sum of its parts. The new model holds this potential and has shown some interesting convergences in recent years. Both DE and EE share *“increasingly common aims, objectives, goal, vocabulary and approach”*. And their defining elements should be *“woven into a core framework utilizing the concept of sustainability to produce an accessible, balanced and empowering education for sustainable development”*. This is what is to be called education for sustainable development (ESD). It differs from the other educations because it is radical in nature, and it does not subscribe to technocratic interpretation of sustainability. Rather, it is rooted in eco-centric view. The purpose of the paper is to outline the concept of ESD as a framework to refocus the education system to achieve the goal of a better future so that the present generation is engaged adequately for their own well-being while ensuring even better quality of life for the successive generations.

Objectives of the Study

The following objectives have been considered for the study:

1. To understand the concept of Education for Sustainable Development (ESD).
2. To examine the relation between Environmental Education and Education for Sustainable Development.
3. To identify thrust areas of ESD.
4. To analyse the strategies for promoting ESD.
5. To identify the immediate challenges of ESD.

Meaning of Sustainable Development :

The word sustainability is derived from the Latin *sustinere* (tenere, to hold). Dictionaries provide more than ten meanings for sustain, the main ones being to “maintain”, “support”, or “endure”. The term ‘sustainable’ is relatively easy to interpret: it means ‘enduring’ and ‘lasting’ and ‘to keep in being’. So, Sustainable Development is ‘development that *lasts*’ (World Development Report, 1992). Though several authors have treated the concept of Sustainable Development in different ways. Therefore, no single definition is fully comprehensive to capture all the characteristics of the term. The wide range of definitions also reflects the inherent similarities and contradictions of the several interpretations of it. Here is summarization of the popularly accepted definitions belonging to various disciplines :

“Sustainable development is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs” -World Commission on Environment and Development (WCED, 1987)

“The alternative approach [to sustainable development] is to focus on natural capital assets and suggest that they should not decline through time.” - Pearce et al. (1989)

“Sustainable activity is...that level of economic activity which leaves the environmental quality level intact, with the policy objective corresponding to this notion being the maximization of net benefits of economic development, subject to maintaining the services quality of natural resources over time.” - Barbier and Markandya (1990)

“Sustainability is defined as...non-declining utility of a representative member of society for millennia into the future” - Pezzey (1992)

“Sustainable economy...is one that can be maintained indefinitely into the future in the face of biophysical limits.” - Daly (2005)

From the above definitions it is clear that a Sustainable Development is one in which resources are managed so as to maintain production opportunities for the future. It is an interface of the three “E’s” as in Figure 1. They are inter-connected and inter-dependent. They are not mutually exclusive. They should go together and cannot be separated and divided.

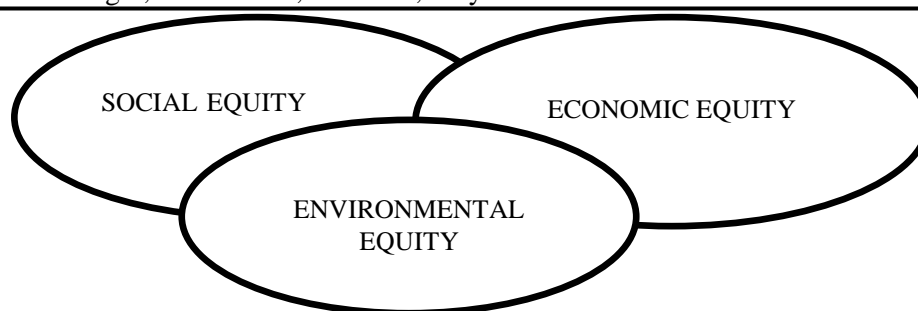


Figure 1: Interconnection and interdependence among the three “E’s”

Meaning of ESD :

Many scholars agree at the point that ESD is an extension of environmental education that would promote a sense of responsibility and active learner’s participation in resolving environmental problems (Tilbury 1995); a successor of environmental education (Hesselink *et al.*, 2002); a basic understanding of the interrelationships among environmental, economic and social equity issues (PCSD, 1996); a dynamic extended environmental education, emphasizing critical thinking, problem solving skills and sensitivity (Huckle and Streling, 1997); a trick because it is a way of thinking as much as what we are thinking about (Wheeler and Bijur, 2000); and the recent version of environmental education (Bhandari, 2003 a & b). Here we present some important definitions of ESD.

1. According to UNESCO, “*ESD is an emerging but dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future.*”
2. IUCN-The World Conservation Union articulates ESD “*about how to stimulate and guide participation and learning in achieving a society that develops sustainability.*”
3. “*ESD means a lifelong learning process that leads to an informed and involved citizenry having the creative problem solving skill, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future*” (PCSD, 1996).
4. According to CCES4, an US-based non-profit organization, “*ESD is an approach to teaching and learning that meets the challenge of balancing the three “E’s” and intergenerational equity. It is a lifelong process of gaining the knowledge, skills and values needed to create lasting economic prosperity, environmental health, and social justice.*”
5. Similarly, TCSF5 another US-based non-profit organization has defined ESD as “*a new way of looking at the environment in which students (1) examine the network of dependant relationships that exist between the environment, the economy and the culture, and (2) come to understand that these interrelationships exist on the local, regional, national and global levels*”.
6. According to Agenda 21 ESD should “*deal with the dynamics of the physical, biological, social, economic and spiritual environment*” (United Nations, 1992).
7. Wagle (2003:182) states that “*ESD enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, which will improve the quality of life now without damaging the planet for the future*”.

It can be elicited from these definitions that ESD is an empowering process in which the individual and community learn the connectivity among the three “E’s” together with three “R’s” (reading, writing and doing arithmetic skills) and use this knowledge to improve the quality of life of humans. The core themes of ESD embrace the following.

- ESD is considerably broader in scope and complements the adjectival educations.
- ESD is a new model of education that builds on the existing good practices.
- ESD puts emphasis on practical skills that are good for self-employment and are increasingly sought by employers.
- ESD involves learner until their behaviors are changed and new values and ethics, formed.
- ESD goes beyond knowledge, skills and attitudes and blends them together.
- ESD is context-oriented and puts emphasis on learning, action, reflection and action research to respond to the local issues.
- ESD is student-centered and activity-based. (Janse van Rensburg, 2000).

Distinctive Features of ESD :

Some of the distinctive features of ESD can be drawn from various literatures. These are as follows :

- ESD is context and issue-based, and locally relevant.
- ESD seeks partnership across the society.
- ESD adopts an inter-disciplinary or trans-disciplinary approach. The issue comes before the discipline.
- ESD explores links between students’ personal lives and wider environment and development concerns (both horizontally and vertically).
- The pedagogy combines the best practices of content integration (the economy, the environment and equity), inquiry-based learning; and authentic assessment. It takes the deep ecology approach.

Major thrusts of Education for Sustainable Development : The historic Earth Summit of 1992 endorsed Agenda 21, a blueprint for sustainable development in the 21st century. In Chapter 36 of Agenda 21, it has called countries to reorient their education system to incorporate environment and development issues (United Nations, 2002). It also identified four major thrusts to begin the work of ESD. These are :

Promotion and Improvement of Basic Education : Access to basic education remains a problem for many - especially girl children and illiterate adults. Simply increasing basic literacy and numeracy, as currently taught, will not significantly advance sustainable societies. Instead, basic education must focus on imparting knowledge, skills, values, and perspectives that encourage and support citizens to lead sustainable lives.

Reorienting Existing Education at all Levels to Address Sustainable Development : Rethinking and revising education from nursery school through university to include more principles, skills, perspectives, and values related to sustainability in each of the three realms - social, environmental, and economic - is important to our current and future societies.

Developing Public Understanding and Awareness of Sustainability : Making progress toward more sustainable societies requires a population that is aware of the goals of sustainable societies and has the knowledge and skills to contribute toward those objectives. Informed voting citizenry and knowledgeable consumers can help communities and governments enact sustainability measures and move toward more sustainable societies.

Training : All sectors of the workforce can contribute to local, regional, and national, sustainability. The development of specialized training programmes to ensure that all sectors of the workforce have the knowledge and skills necessary to perform their work in a sustainable manner has been identified as a critical component of ESD.

Difference between EE and ESD :

Environmental education was widely used since the late sixties. The historic Earth Summit of 1992 endorsed Agenda 21, a blueprint for sustainable development in the 21st century. ESD is an evolving concept that has grown and developed in the years since the Earth Summit. A series of United Nations conferences helped to further develop the concept of sustainable development and sustainability (Hopkins and McKeown, 2002:14). The international debate on education for sustainable development (ESD) was organized by the IUCN–Commission on Education and Communication in 2000. A number of views were expressed in the debate that there are relationships between Environmental Education (EE) and ESD. *“Despite the differences in opinion about the relationship between EE and ESD, most participants appear to regard ESD as the next evolutionary stage or new generation of EE”* (IUCN, 2000:12). EE views the environment within the context of human influences i.e., in terms of economics, social equity, culture, political structures, etc. In other words, EE is environment-based and attaches its values on the environment. On the contrary ESD demands that the three “E’s” are considered a whole and should be promoted together, never one at the cost of other. Thus, ESD goes beyond EE to grapple the more complex issue of how to promote all three “E’s” together. The basic differences between EE and ESD are presented in the following Table.

Conceptually, no significant difference exists between EE and ESD. However, at the operational level, there are some differences, especially in their approach and methodology (see Table 1 for details). Despite these differences, environmental education experts such as Fien (1993), Tilbury (1995), Huckle and Sterling (1997), Wheeler *et al.* (2002), Heselink (2000) and many others are of consensus that ESD and EE are synonyms. In other words, ESD is the advanced form of EE.

Table 1. Differences between EE and ESD

Description	EE	ESD
1. Content	Knowledge and understanding of the natural environment and impact of social and political systems	Environment in the context of social, political, economic. Focus on local to global issues and their solutions. <i>Add more content equity and technology.</i>
2. Context	Formal and non formal mode	Lifelong learning process (anytime, anywhere)

Description	EE	ESD
3. Method	Interdisciplinary, learner-centered, experiential and inquiry-based.	Interdisciplinary, learner-centered, experiential and inquiry based. <i>Stresses on partnership and systemic thinking.</i>
4. Action	Environmentally sound skills and behaviors for decision making and citizen action.	Focus on citizen action skills
5. Values	Environmental protection in social and economic context	Environmental sensitivity. <i>Inseparability of three E's.</i>

Source: Wheeler et al. (2002)

Strategies to Promote ESD :

The strategies envisaged here are anticipated to improve competence in the education sector, enhance its impact in the target area, and explore the scope for its extension and consolidation through following policy measures.

- **Sensitizing the mass:** Active advocacy at the mass level and mobilization of resources through talks, seminars, and use of media and publication should be initiated to increase public awareness on ESD.
- **Revising the curriculum:** Different course on Environment, Health and Population should be revised to see if it incorporates the issues related to conservation and sustainable development so that the practice can be integrated in the education system. Experts' guidance, help and assistance should be sought in this regard.
- **Implementing guidelines for the modified curriculum:** Once the curriculum has been revised, proper guidelines should be developed for its implementation.
- **Training the concerned authorities:** Efforts should be taken for capacity building of professionals and to increase human capital through courses, trainings, and workshops. Since the teachers lack teaching skills and adequate knowledge regarding ESD, the teachers need to be trained and educational resource materials should be developed to support the education for conservation and sustainable development.
- **Alliance with partners:** There are a number of organizations both government and non-government striving towards achieving the educational goal to develop skills and attitudes necessary to understand and appreciate the interrelation among the human beings, its culture and biophysical surroundings to entail practice in decision making and formulating code of behaviors about issues concerning environmental quality. Hence, these organizations should come together and work collectively to achieve the goals of conservation and sustainable development more effectively and efficiently.
- **Developing strong supervision and monitoring mechanism:** Effective use of legislation, enforcement, and adjudication measures is required to implement laws, rules, policies and programmes. Strong supervision and monitoring mechanism is very necessary here for effective implementation of the ESD programme.
- **Mainstreaming the communities:** The new generations (children and youth) including women, disadvantaged groups, and minorities should be the target in an inclusive manner to channelize

the thoughts of ESD.

- **Networking and Synergizing:** at the local, national, regional, and global levels in a coordinated framework of proactive communication, creative interaction, and productive collaboration for sustained flow of the resources and assistance needed in the education sector and integrating the educational policies. Also, development of programs and activities with other existing and upcoming initiatives in the field at home and abroad.
- **Linkaging the stakeholders:** In a school community the stakeholders include students, teachers, SMC and parents/ guardians. These stakeholders can draw upon resources from local NGOs and other infrastructures and natural resources of the community. Here a broad strategy is proposed for each group of stakeholders towards realizing ESD.

Students

In a formal school setting students have the opportunity to gain theoretical knowledge on environment and population from the curriculum and textbooks prescribed for them. However, they have had little or no opportunity to apply their theoretical knowledge in practice or to gain in-depth insight into the concepts introduced to them. Moreover, the students are not used to relating their education to their surroundings and everyday living. Some schools have formed eco clubs/nature clubs with lead initiatives of students and with guidance from teachers. Such clubs are reported to have positive impact on students' understanding of ESD concepts. These clubs have also significantly contributed to environmental sanitation and beautification of school premises. Because it provides students to develop leadership qualities, conserve nature and better understand the consequences of unsustainable practices of human beings, nature clubs or eco clubs should be made mandatory in all community managed schools.

Teachers

Teachers can play a crucial role in promoting ESD principles and practices not only among their students but also among their community people as a whole. In teaching the teachers should endeavor to engage their students in discussion inside classrooms; adopt demonstration methods whenever feasible and try to take their students out of classrooms for practical observation and work as far as possible. Teachers should actively involve themselves in SMC meetings, parents / teachers meetings and other community gatherings and share their ESD knowledge at the same time encouraging their audience to follow SD practices. They should always be ready and willing to serve as resource persons to events organized by their students and in community events. By providing guidance to eco clubs of their schools, the teachers will be enhancing their own capacity on the promotion of SD concepts.

School Management Committees

Since SMC comprises of school headmaster, teacher, student guardians, community leaders, local government representative and donor, it represents a resourceful and powerful school community body. SMC should provide every encouragement to nature club of their school and to teachers in their efforts to promote ESD. The SMC members should themselves be open to learn about and practice sustainable living. They should try to provide financial and other community-based resources at their

disposal to assist with the learning and innovative activities of students and teachers. As SMC establishes linkage with the District Education Office and other agencies outside of school communities, it should try to arrange human and material resources from these agencies. There are many agencies in districts, regional headquarters and municipalities engaged in various activities contributing to SD (e.g. solar energy set ups, development and processing of medicinal plants, bio-gas support agencies and so on). SMC should chalk out an annual plan for school specifically aimed at promoting SD. In doing this input from students, teachers and parents should be sought. The plan should include organization of debates, interaction programs, workshops and seminars.

Parents / Guardians

In community managed schools parents/guardians are expected to play a more active role in ensuring quality education for their children and in supporting their schools as per their skills and abilities. By playing active role in PTA they can be informed about and encouraged to help their children and community to lead sustainable lifestyle. Parents/ guardians should also involve themselves in other activities organized by nature club, school and community organizations. Though not directly associated with schools, local NGOs and CBOs should play a role in capacity building and facilitating SD endeavors of students, teachers and parents. By accessing and developing awareness raising and educational materials and organizing training for the SMC members they can equip influential members of their community to adopt favorable policies and programs towards converting the school into a learning centre for the community as a whole.

Challenges for ESD :

ESD has not yet been reflected in the formal education system. Local efforts and initiatives in isolated areas may require more time and resources for promotion in schools. The immediate challenges are :

- To train local communities in non- formal sector and teachers in formal sectors requires more time as the term “sustainable development” is not common and well-understood by the communities. Some aspects of environment are provided in the national curriculum, but the approach is not coherent and does not cover the wider range of sustainable development.
- To develop local capacities and demonstrate sustainable development principles in action through an integrated approach, incorporating gender sensitive social, economic and environment linkages.
- To develop partnerships amongst the major stakeholder organizations (central governments, local governments, CBOs and NGOs.) and to reinvent their roles. So that Community-based Organizations (CBOs) function as planners and implementers of their own sustainable development programme.
- To demonstrate viable options for sustenance and adaptation of sustainable development approaches.
- To document and disseminate knowledge from successful experiences and to link the use of local knowledge to support district and national level sustainable development policies.
- To make availability of adequate number of qualified teachers for promoting ESD among children enrolled in the schools. Here additional teachers’ posts should be created on the basis of the size

of enrolment in order to meet the increasing requirement.

- To provide an interactive teaching-learning environment, motivating and challenging with adequate facilities.
- To promote a policy combined with an appropriate mechanism of quality control which will reduce dropouts and stagnation rate contributing to the improvement of the completion rate of primary education as low completion rate of primary education has been and will be the main challenge of any basic education policy framework.

Conclusion

ESD is a new “constructivist” approach. It is an emerging body of values, content and methodology that need to be “sown and grown”. The understanding of interconnections between environmental, economic and social systems is core to ESD. It develops in learners the critical thinking skills, political knowledge and values required to analyze the complex interdependence of social, cultural, economic and political aspects of sustainable development. In other words, ESD cultivates in learners the habit of system thinking, interconnections and multiple perspectives (Wheeler *et al*, 2000). It is a driving force in mobilizing the local communities and a tool for ensuring sustainability. Capacity building of the local communities through various educational programs is essential to enhance their ability to manage their resources. Sterling (1997) reiterates that the educational system needs the wholesale reorientation if ESD is to succeed. This is possible when we understand that “... *all issues connect and impact on each other and should be seen as an advantage rather than a problem. By working in one issue in one area, it is often possible to show links with and make a positive impact on other connected issues – to promote positive synergies intentionally*”.

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EVALUATION OF THE THEORIES OF DECENTRALIZATION : LIBERAL AND NEO-LIBERAL

Jilkod Mamun

Asst. Professor in Political Science, R.B.C. College for Women, Naihati, 24 Pgs (N), West Bengal

“Democracy” as a system of government has become very popular all over the world. All democratic government’s target is to reach a level of development through people’s participation by maintaining bottom-up approach. People’s participation is the result of application of decentralization policy. The government has adopted decentralization policy. Many theories have emerged for clarifying decentralization like liberal, developmental, neo-liberal etc. This paper will try to present a brief evaluation of liberal and neo-liberal theory of decentralization.

Decentralization now has an almost universal appeal and is accommodated within very different views of the state. Since the end of 1980s, there has been a rapidly increasing global interest in the issues of decentralization and local government. This interest is seen among policy makers, political parties, international financial organization such as the world bank and IMF, NGOs engaged in development aid, grass root organizations and of course social scientists. In many countries decentralization seems a very popular policy tool. The question addressed in this perspective is whether decentralization and local government should be regarded as part of progressive political project benefiting the poor in the third world or as part of the globalised neo-liberal project to disempower progressive elements in the civil society and thereby remove the remaining obstacles to the global pressure of capitalism.

In the context of political theory it is usually assumed that decentralization will be of the political variety. Academics, administrators and planners are virtually unanimous that decentralization takes the heavy load of governance off the shoulder of the central government. It brings local government to the door step of the people and empowers them and makes them active participants in their own local area governance. Decentralization is the dispersion or distribution of functions and powers; specifically it is the delegation of power from a central authority to regional and local authorities. In decentralized governance, authority implies two fundamental conditions; **First** – the territorial subdivisions of the state will have a measure of autonomy. **Second** is that those institutions will be democratically recruited. They will take their decision according to democratic procedures.

Contemporary Trend :

Pranab Bardhan writes in a seminar paper on ‘*Decentralization of Governance and Development*’ that decentralization is a rage in to-days world; and the important reasons suggested by him in this context are loss of legitimacy of the central state and a corresponding belief that decentralization can bring a range of benefits directly to the local people. It is good to have more intergovernmental competition and attendant checks and balances. Decentralization makes government more responsive and efficient. Bardhan also point out that technological changes have made it easier to arrange supply of services in smaller market areas and transition cost are less in decentralized operations. Now it is

supported by ‘a diverse array of social thinkers’: post-modernists multicultural advocates, grassroots environmental activities, supporters of rights of indigenous people and technologies.

Reviewing decentralizing practice on global scale; the World Bank’s view on decentralization points towards the universal trend towards decentralization in the contemporary world. To quote the Bank’s paper, “Throughout the world central governments are decentralizing some political, fiscal and/or administrative responsibilities to lower level governments and to the private sector. Decentralization is particularly wide spread in developing countries for a variety of reason; the advent of multiparty political system in Africa; the deepening of democratization in Latin America; the transition from a command to a market economy in Eastern Europe and former USSR; the need to improve delivery of local services to large populations in the centralized countries of East Asia; the challenge of ethnic and geographic diversity in South Asia and indeed, ethnic tensions in various countries and the attempt to keep centrifugal forces at bay by forging asymmetrical federations; and the plain and simple reality that central governments in all too many countries have failed to provide effective public services. In one way or another, some form of political pressure probably drives most decentralizing countries”.

Forms of Decentralization :

While at one end, diverse groups of people are expatiating on the virtues of decentralization, the meaning of the term ‘decentralization’ and its actual manifestations, at the other end are far from clear.

On the basis of evidence from third world countries Dennis A Rondinelli and G.Shabir Chemma (1983) identify four main forms of decentralization. These are:

1. **Deconcentration** : It involves redistribution of administrative responsibilities only within the central governments. Fesler argues that shifting of workload may not be decentralization. He states that merely shifting of workload out of the capital may be efficient and convenient for the people, but it may not involve any decentralization of power.
2. **Delegation to semi-autonomous or para stated organizations which are under the control of Central Government** : It implies transfer or creation of board authority to plan and implement decisions concerning specific activities or a variety of activities within specific spatial boundaries to an organization that is technically and administratively capable of carrying them out without direct supervision by a bigger administrative unit.
3. **Devolution** : Decentralization through devolution seeks to create or strengthen independent levels or units of government, outside the control of Central Government.
4. **Transfer of functions from government to NGOs** : The World Bank has emphasized the need to involve NGOs, particularly in rural development programmes and issued guidelines for Third World countries to enlist their co-operation.

These forms could be compulsive or evasive depending upon the context and situations in which these are implemented.

The world banks’ thematic team followed much the same characterization. Although it needs mentioning that the banks other important study “Beyond the Centre, Decentralizing the State” by Burki, Perry and Dillinger clearly suggests that ‘decentralization is in the final analysis political and it transforms the structure of governance by transferring power resources and responsibilities of sub-

national units of government'. USAID's Programming Handbook has similarly defined thus "Decentralization is a process of transferring power to popularly elected local governments. Transferring power means providing local government with greater political authority, increased financial resources, and/or more administrative responsibilities". Contextually, the 'decentralization' idea belongs to three distinct phases. We can name them after the dominant ideologies -- Liberal, Modernization or developmental and Neo-Liberal.

All theories of decentralization are briefly touched upon just to explain its relevance in our context by establishing the logic of decentralization as a governing principle, while pursuing the goals of development.

Liberal Theory of Decentralization :

The liberal theory, which can be traced to Mill, Bryce, Tocqueville, C.H. Wilson etc. posited decentralization in institutional terms.

There are two level of government like national and/or local. The national level relates political education, training in leadership and political stability. At the local level the relevant values are equality, liberty and responsiveness.

Political Education :

The first function of democratic decentralization is political education in democratic state. De Toequueville wrote that 'town meeting are to be liberty what primary schools are to science: they bring it within the peoples reach, they teach men how to use and how to enjoy it' (de, Tocqueville 1835). J.S. Mill recommended local government on the ground that it provides extra opportunities for political participation. Representative government is the education effect of free institutions and Mill's belief that 'of this operation one local administrative institutions are the chief instruments' (Mill,1861).

Training in Political Leadership :

Similar caution should be employed by handling the related claim that local government provides a valuable training ground for national legislatures. Local government may provide experience of party system, legislative roles, methods of policy formulation, Legislative-administrative- executive relationships. The values of political experience on local councils for national politicians should not be exaggerated (B.C.Smith, 1972).

Political Stability :

Democratic Decentralization is said to contribute to 'breeding of better societies' and the establishment of social harmony, community spirit and political stability. Trust in government is a necessary condition for stable democracy. It is probably impossible to single out the effect on national political stability of local government form the multitude of other pertinent factors. The relationship between local democracy and national stability can be only a matter of faith.

Political Equality :

Local democracy is said to contribute to political equality. By providing extra opportunities for

citizens to participate in public policy making it strengthens the political equality implicit in civil rights.

Liberty :

The second value of democratic decentralization to the individual and the local community is that it facilitates accountability and thereby, liberty. Mills idea of liberty as an absence of restraint on self regarding actions can be extended to local communities. Mill establishes the accountability of local governments by asserting the rights of individual grouped in local communities to self-regulation. Local self government will preserve the liberty of the local community against centralizing power, though the territorial separation of power may actually promote tyranny by constantly frustrating majorities.

Responsiveness :

The final value of local government to the community is its responsiveness and therefore ability to provide what people demand. In this sense it is an efficient way of managing local affairs and providing local services. This is sometimes referred to as the welfare value of local government (Ylvisaker, 1959). Local government is better able than central government to respond to changes in demand to experiment and to anticipate future changes.

However, the liberal, theory of decentralizations promotes – ‘democracy’ project creating opportunity for governmental programme of literacy through citizens participation in local governance, and nurturing local bonds and trust. Mill also emphasizes on ‘efficiency’ and he expected that local knowledge and commitment would produce more improved performance of local projects by dispersing power among multiple local will based governmental units and enlarging choice-making opportunities of individuals and communities.

Neo-Liberal Theory :

The neo-liberal model led among others by Joseph Stiglitz called for the government to focus on fundamentals- economic policies, basic education, health, roads, law and order and environmental protection. He called for the state and the market not as substitutes but as complementary working partners. This call was for the state to focus on regulation, industrial policy, social protection and welfare (Stiglitz, 1988). Neo-liberalism demands increased transparency, providing better information to the citizens and greater citizens participation in both policy formulation and its implementation (Stiglitz, 2002).

David Osborne and Ted Gaebler emphasized on the theme of governance. Power should be devolved to local governments and citizen groups. It is argued that the public sector is no longer defined solely in relation to the government, as the policy maker, implementer and regulator, rather the planning, management and provision of public service is seen as something to be negotiated between a number of stake holders, including the state, civil society and the private sector.

Another one prominent thinker Anthony Giddens (1998), calls for a renewal of social democracy. He argues that democracy needs to be widened and deepened, with government acting in partnership with agencies in civil society so as to combat civic decline. He argues for the democratic state to be based on the principles of subsidiary, transparency and probity. He calls for under interpretations of

democracy which promotes social and economic equality and remove discrimination on the basis of caste, religion and gender. Amartya Sen point out that the use of democratic institutions is conditioned by our values and priorities and the use we make of the available opportunities of articulation and prescription. Sen's concept of development as freedom cannot be achieved outside the institutions of democratic state.

Ultimately the neo-liberals reflected on the reality of an overgrown state bureaucracy and argued that the public officials with their tenure contract were inefficient and ineffective. Mostly, neo-liberal emphasis on efficiency led to lack of attention to question of equality, social justice, inclusion and accountability.

Neo-liberalism calls for producing and untended spillover effect from its macro-social philosophy of state, down-sizing and market-centricity. As a critique of 'governmental overload', neo-liberal ideas positively contributed to the idea of societal capacity building opening up thereby newer possibilities of designing 'governance'. A few reaction of the result as followed:

- Good governance (World Bank) connoting multiple social actors- beyond formal government and underscoring the salience governmental ethics in terms of observance of accountability, openness and transparency.
- Resurrection of Decentralization as a governing principle in recognition of the 'autonomous' participative' and 'communal' life process in the localities that can be hived off, in the interest of better governance form the standardized rule of the state.
- Social capital concept (Putnam) reinventing the value of local level co-sharing, caring and trust as concrete communal resource in creating conditions of development and sustaining them, social capital being bedrock on which to build the edifice of successful institutions of decentralization.

With the possibility of implementing these newer possibilities like good governance, resurrection of decentralization as governing principle and social capital concept the dreams of effective decentralization does not seem to be a far away concept any more.

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THE HOLLOW MEN : A CRITICAL SURVEY

Indranil Ghosh

Guest Lecturer, Department of English, R. B. C. College, Naihati, West Bengal

Email : indranilghosh08@yahoo.com

The *Hollow Men* is one of the most celebrated poems written by T.S. Eliot in the second phase of his creative career, extending from 1919 to 1926. It was composed in 1925. When we read this poem we do hear distant echo from *Prufrock*, *Gerontion*, and *The Waste Land*. In contrast to *The Waste Land*, *The Hollow Men* is simpler in structure and conception. *The Waste Land* represents universal chaos by revealing a series of insights into individual lives expressive of that chaos; its structure is episodic, and its effect depends greatly on the cumulative effect of the episodes. This poem is gifted with a fund of symbolism and imagery constitutes the language of this poem. The 'heap of broken images' is indeed terrifying, not simply because the images are broken, but because they are so many. Eliot's individual talent culled the central symbolism of this poem from tradition. Indeed the central symbolism owes to the influence of Dante and his *The Divine Comedy*. Most commentators on *The Hollow Men* trace an emotional progression in the poem from Dante's 'hell', through his purgatory, towards his 'paradise'. But it would be surprising if in *The Hollow Men* Virgil's 'afterworld' were not present alongside Dante's. E.J. Stormon and Grover Smith are among the critics to have recognized that *The Hollow Men* alludes to *Aeneid vi*. Grover Smith holds that this poem produces a new effect both metrically and for its use of rhetoric device.

Before I elaborately discuss the poetical embellishments let us have a general view of this poem and compare it with the poems that follow and those that have preceded it. As in *Gerontion* the reader is only aware of a voice speaking in soliloquy while the persona is not objectively present; similarly in *The Hollow Men* we hear the voice of one of the hollow men whispering in soliloquy. The formation of the soliloquy instantly strikes us; it is written in irregular rhythm and cut piece images. This use of imagery reminds us of the imagistic technique, already utilized in *Preludes*. Abrupt images like 'wind in dry grass' or 'rat's feet over broken glass' startle the reader at first sight. True but they all lead him from the first shock of surprise to the fountain head of profound meaning.

As is the characteristic of Eliot's poetry, in *The Hollow Men* also we notice a recurrence of the same Eliotian themes. The first line of the third part – 'this is the dead land' – recalls the basic theme in *The Waste Land*. The stone images in the 'cactus land' lead us to that part of *The Waste Land* known as 'The Burial of the Dead'.

The Hollow Men and *Gerontion* are thematically the same. The note of despair, the scream of agony and a vivid description of dryness recur in both the poems. *Gerontion* waits for the rain at a rented house in a dry month with thoughts of a dry brain in a dry season. The hollow men have dried voices, sounding like 'wind in dry grass':

"Or rat's feet over broken glass

In our dry cellar."

But in *Gerontion* and *The Hollow Men* we hear the soliloquy of a speaker in a state of utter

loneliness. Here there are many hollow men; but only one of them speaks. In the speeches of both Gerontion and member of the hollow men there are many dramatic turns and pauses. Moreover, both the poems exploit many dramatic devices. Especially *The Hollow Men* abounds in dramatic moments and dramatic tricks. According to Grover Smith, “In *The Hollow Men* since its drama mainly depends on a continuing voice, nothing like a plot is visible, and the images are simply disconnected.” Despite the dramatic postures- the hollow men “leaning together”, the “tree swinging”, the lips praying to “broken stone”, the groping shapes beside the “tumid river”, and the despondent shuffle round “the prickly pear”-there are no dramatically motivated actions. There are no beginning and middle; only an end. This poem deals with the state of its own protagonist like *Prufrock* and *Gerontion*. In *Gerontion* there is a conflict between the vastness of material knowledge and an emptiness of spiritual knowledge. In *Prufrock* there is a conflict between reality and romanticism. In *The Hollow Men* also there is a great crisis. Just like *The Waste Land* this poem also deals with a quest and failure. Thus the conflict in *The Hollow Men* centers round quest and failure. *The Hollow Men* are modern men. The cavities of their brain are stuffed with straw. They live in a state of death-in-life. They form as a group of scarecrow like effigies. As Gerontion is waiting for rain, the hollow men are waiting for death. It is through death that they can be relieved of the death-in-life state. One of the straw dummies among the hollow men is waiting for the consuming fire to which an effigy is subject. This fire is the symbol of death- symbol of purgation-symbol of purification. Eliot here recalls the purgatorial fire in *The Divine Comedy* of Dante.

The epigraphs indicate two lines of analogy drawn by *The Hollow Men*. “Mr. Kurtz-he dead”, from *Heart of Darkness*, is the black servant’s contemptuous announcement that the remarkable white god of the Congo has expired. “A Penny for the Old Guy” is the formula by which children solicit money for fireworks on Guy Fawkes Day, the fifth of November. The connection between Kurtz and Guy Fawkes is that both are “lost/violent souls” commemorated only as “The hollow men/...the stuffed men”. Indeed, Marlow calls Kurtz “hollow at the core”.

The theme of *The Hollow Men* is based on the debasement through the rejection of good- on despair through consequent guilt. The theme of despair and debasement – this sense of failure in quest is very much evident in the first part of the poem, especially in the last few lines:

“Those who have crossed
With direct eyes, to death’s other Kingdom
Remember us—if at all—not as lost
Violent souls, but only
As the hollow men
The stuffed men.”

The predicament of the hollow men is that of the waste Landers: they lack the ‘courage to be’ and they have lost their reality because they have never affirmed it. They are remembered

“... not as lost
Violent souls, but only
As the hollow men
The stuffed men.”

In his essay on Baudelaire, Eliot Writes,

“It is better, in a paradoxical way, to do evil than to do nothing: at least, we exist.”

The hollow men are those who have not even existed to the extent of doing evil. Their malady lies not in any evil intention, but in their evasion of any intention whatever.

The second part of the poem deals with the symbolic meaning of 'eyes'. In the first part there is reference to the eyes of which the hollow men are deprived. Both the hollow men and Gerontion and the Fisher king of *The Waste Land* are eyeless. The case of the hollow men is much worse, because they are not only eyeless, they are also afraid of facing the eyes, even in dreams-in the dream kingdom of the world. One of the symbols which emphasize the evasiveness of the hollow men is that of the eyes. While it is not clear whose eyes they are, it is enough that they represent spiritual challenge, and that the hollow men refused to meet them represents evasion of spiritual challenge. The eyes appear first as

“Eyes I dare not meet in dreams ;”
And the shrinking from
“...that final meeting
In the twilight kingdom”
Suggests that they may be Christ’s own, which
“Those who have crossed
With direct eyes, to death’s other Kingdom”

have presumably not evaded. The eyes are noticeably absent from the twilight world in which the hollow men exist:

“The eyes are not here
There are no eyes here
In this valley of dying stars”

In the fourth part the eyes are linked with the perpetual star, and their appearance evokes hope as well as fear;

“The hope only
Of empty men”

This confirms their significance as a symbol of divine demand, and suggests that perhaps Maxwell is right when with Dante’s vision of the Blessed Virgin in Paradise.

The Hollow Men protagonist desires to think himself as a scarecrow. He likes concealment among other hollow men, wearing scarecrow disguise:

“Rat’s coat, crow skin, crossed staves
In a field
Behaving as the wind behaves”

Associated with the image of the guy, and fulfilling a similar function, is the scarecrow suggested in these lines. The scarecrow symbolism is very much appropriate to designate the spiritual hollowness of the speaker. This, too seems to be mocking human behavior and it is this guise that the hollow men choose to assume. They do not want to assert their freedom in any spiritual or moral choice; they chose rather to act arbitrarily, gratifying their most immediate needs, but being guided by no transcending purpose. The scarecrow symbol is appropriate to designate not only the ineptness and spiritual flaccidity of the speaker but, like the “tattered coat upon a stick” in Yeats’ *Sailing to Byzantium*, his inability to attain love.

A third symbol which recurs several times in the poem is that of the two contrasting kingdoms.

Both are kingdoms of death: the contrast lies in the fact that the kingdom of this world is more shadowy and less real than the kingdom beyond the grave. It is helpful for the understanding of the poem to assume that, in the poem 'death's dream kingdom' always means this world, as distinct from 'death's other kingdom', the place of "Those who have crossed/with direct eyes..."

There is also another kingdom-twilight kingdom which obviously means 'death's other kingdom', the dead remember the hollow men or forget them. This an inversion of the idea that the dead 'live on' in the memory of the living. Here the lives of the living are so unreal that they exist, if at all, only in the memory of those who, though dead are more real than they.

In the third part of the poem the world of the hollow men is described also as 'dead land', 'cactus land', 'this broken jaw of our lost kingdom'. Like *The Waste Land*, it is a region where nothing is fruitful, for the human endeavour of the hollow men is barren. In this desert environment, desire is misdirected and frustrated and passionate need meets with no response:

"Is it like this
In death's other kingdom
Waking alone
At the hour when we are
Trembling with tenderness
Lips that would kiss
Form prayers to broken stone."

Worship, too is misdirected: the stone images are as dead as the men who worship them, and relationship with any god is as meaningless for the hollow men as their attempts at relationship with any human being. The 'star' image is another key image in the poem. In the lines

"More distant and more solemn
Than a fading star."

It seems to be used primarily for its evocativeness, but in other passages it is more clearly a symbol. In the third section

"Under the twinkle of a fading star"

seems to refer to some spiritual reality, or a consciousness of some spiritual reality, which is disappearing. It seems to associate the star of Bethlehem with the traveler's guiding star, and it hints also at the idea that the sun is in fact a fading star which will one day cease to give sufficient heat for the subsistence of life on the earth. Thus the image conveys a sense of the loss both of spiritual guidance and of sustaining life. The powers that make possible human life, and indeed any light at all are vanishing, leaving humanity

"In this valley of dying star."

Where

"We grope together

And avoid speech

Gathered on this beach of the tumid river"

The fourth part of the poem establishes a geography; the scarecrows loitering beside the tumid river, are trapped in the valley of bones where their suffering seems futile. There is the 'dream kingdom' where the eyes are but a memory. They must invade the other kingdom- the kingdom of actual death. And through this purgatorial trial, they will rise to the 'multifoliate rose', the 'perpetual

star’ - a symbol of the holy virgin. Thus the hollow men are not devoid of hope, since they are in the purgatorial state. They have failed in their quest; but they hope to find out the rose garden- the spiritual state.

The first four lines of the last part parody “The Mulberry Bush”, substituting for the fertility symbol connoting love- an image purely phallic. This May pole is a fertility symbol. The hollow men must remain sightless until and unless the ‘rose’ reappears and love along with the powers of creation and repentance blesses the world of nightmare. In the fifth part of *The Hollow Men* Eliot brings forth this problem of regeneration. In this case Eliot may have had in mind in time of conceiving of this problem the Hindu Trinity-the Brahman, Vishnu, and Shiva. Brahman is power in mind; Vishnu, the power in spirit which preserves men from evil; Shiva, the power in sex and in the cycle of death and rebirth.

Thus the whole poem is dominated by a sense of horror-horror of an earthly hell where the hollow men must wait for death to liberate them into the twilight of the final meeting between self and death, flesh and spirit. The hollow men are waiting for a spiritual ascent through descent into the burnt out remains of their scarecrow, effigy like existence with ‘headpiece filled with straw’.

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THE HAIR-STYLE DURING THE SATAVAHANA PERIOD

Sucharita Mitra

Assistant Professor, Jatindra-Rajendra Mahavidyalaya, Murshidabad, West Bengal,

Email : sucharitamitra22@gmail.com

The Amaravati and *Nagarjunakonda* sculptures reveal a variety of hair-styles known to the *Satavahana* period. Both men and women appear in the reliefs with different kinds of hairdo, exhibiting the skill and care bestowed by them in the matter of hair-dressing. The women excelled men so far as the decoration of the hair is concerned.

In both *Amaravati* and *Nagarjunakonda* sculptures we find men wearing very short and curly or wavy hair which gives an appearance of a wig. (1) (Plate-1, fig.1,2). Sometimes a bow-knot is arranged over the head (Plate-1, fig.3). Again we find a *sikanda* (an egg shaped ball) is arranged over the head. (Plate-1, fig. 4). In some cases the curly hair dangles on to the nape. (Plate-1, fig.5). The curly hair is a common hair-style among the Hellenistic Greeks and Romans. So, it is evident that this hair style has been introduced by the Romans during the period of the *Satavahanas* and the *Ikshvakus* respectively. In the *Gathasaptasati*, a *prakrit* analogy of the 1st and 2nd century A.D, the author *Hala* describes how a lady begs her husband, just returned after a long journey, not to forsake her again since her curly hair, stiffened by neglect during the separation, has not yet resumed its original curly shape (2). This curly hair has been immortalized by the sculptors of the *Satavahanas* period.

Another type of hairstyle is shown in *Amravati* sculpture where the curly hair is arranged above the head to spread fan-wise somewhat like a frill. (Plate-I ,Fig-6). This coiffure resembles a peacock plume. *Hala*, in his *Gathasaptasati* also mentions this type of hair style. (3)

Some of the males of *Amravati* relief (4) appear with a type of coiffure where the hair is simply combed back without parting line and it is secured with a fillet (Plate-I, Fig-7)

The Buddhist Monks are seen in the reliefs *Amaravati* and *Nagarjunakonda* with clean shaven heads. In *Nagarjunakonda* relief we find an attendant wearing a long hair which is plaited and gathered on the side in a tall fantastic cone of three coils. (5)

As regards the female hair styles we find a type, in which the hair is combed back and arranged in a ball shape, with a knot closed to the nape. (6) (Plate-2, Fig-1). A fillet or ribbon is also seen tied over the head in order to secure the hair tightly. In another case we find the hair is combed back into a bun and tied firmly with no parting line (*simanta*). (Plate-3, Fig-2). In another panel we find the hair arranged into a bun on the left side (Plate-2, Fig-3). The sculptures of *Amaravati* and *Nagarjunakonda* depict several women with this type of hairdo. The adoption of bun as a coiffure, however, appears to be a foreign introduction (7).

In the *Amravati* sculptures we find a type of hairstyle where the hair is combed back and tied into a loose knot, forming into a loop (Plate-3, Fig-4). In another panel we find the hair is combed back, terminating into loops. A loose not is tied at the end. The hair is decorated with frontal jewel, suspended by means of a chain (Plate-3, Fig-5). Yet in another panel we find the hair is combed back into a tiara with a knot. A portion of hair is allowed to dangle on the back over the nape (Plate-3, Fig-

6). In another case the hair is arranged in a roundish bun but into a loop from the tuft formed at the nape. The other end of the lock is tucked over the head (Plate-2, Fig-7). A parallel example is also seen in *Nagarjunakonda* sculptures. (8)

A typical coiffure of *Amaravati* reliefs is that the hair is braided into a long strip and allowed to dangle on the back. The braided hair terminates in a tassel (*guccha*). It is further ornamented with a gold cap, presumably studded with gem.(Plate-2, Fig-9). In another panel we find the hair is braided into two plaits, leaving no tassels.(Plate-3, Fig-14). This coiffure, with or without plaited hair, allowed to dangle on the back with the jewel strip, represents the *praveni* type of hairdo. This type of coiffure is also found in the reliefs of *Nagarjunakonda*.

Another type of hair-style is seen where the hair whether plaited or otherwise is allowed to fall on the back from the rear end of *simanta*(Plate-3, Fig-15), (Plate-2, Fig-16). Thus coiffure resembles the pony tail, which is arranged by modern women. The examples of this type of coiffure are available in the sculptures of *Nagarjunakonda* and in the caves of *Karle*.

In a panel of *Amaravati* we find hair combed back and knotted it at the rear end. Two locks of hair are allowed to dangle on both shoulders. (Plate-3, Fig-17).

Coiffures of the *sikanda* type are found both in *Nagarjunakonda* and *Amaravati* reliefs. In *Amaravati* the ball is decorated with flower wreath.

The *Amaravati* sculptor has immortalized the Dhamilla fashion of hair-style.(9) This mode of hair dressing was greatly admired during the *Satavahana* period. According to the *Gathasaptasati* this hair is said to have excited passion in the lover's heart.(10)

Regarding the study of hair dressing during the *Satavahana* period, our source of information is very meager. So, we have tried to cull as much information as possible from *Amaravati* and *Nagarjunakonda* bas reliefs. The contemporary literary sources viz, the *Gathasaptasati* corroborates the sculptural depiction of the various hair-styles. The varieties of hair-styles portrayed in the sculptures are unique and they throw ample light on the social history of the *Satavahana* period.

The three plates given below support the description of the hair-styles that are found from *Amaravati* and *Nagarjunakonda* bas reliefs.

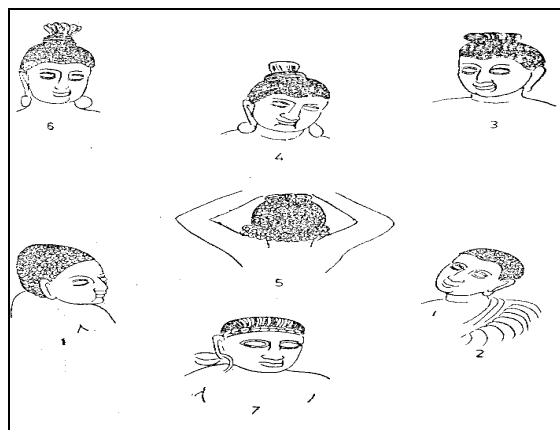


Plate – 1

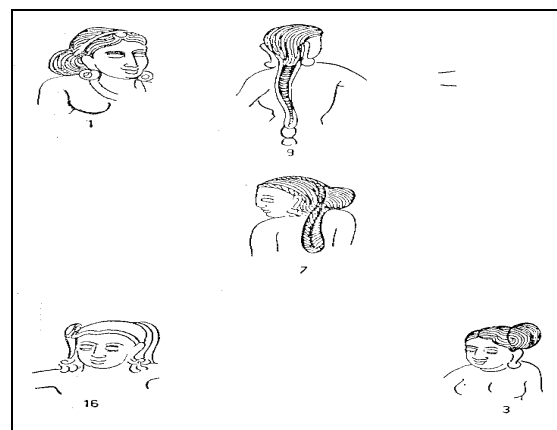


Plate – 2

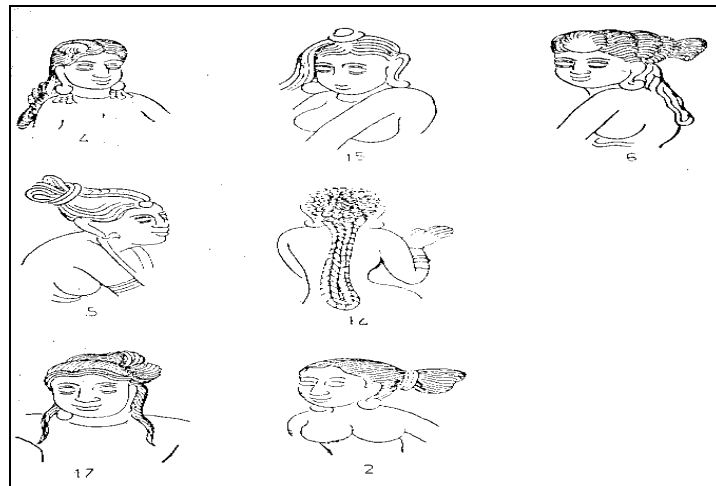


Plate – 3

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EDUCATION FOR WOMEN EMPOWERMENT IN THE CONTEXT OF GLOBALIZATION

Dr. Moly Kuruvilla

Director of Centre for Women's Studies, University of Calicut, Kerala

Countries world wide are under the magnetic spell of the triplet of LPG – Liberalization, Privatization and Globalization. It has dramatically changed the lives of both men and women in all spheres of life over the world. Rapid social changes, increased education and job opportunities, consumerist culture, stiffer competitions, disruption of families, increasing violence, loss of tolerance, increased individualism and selfishness are features of the present globalised society. Globalization offers both blessings and cursings to women all over the world. The IT enabled jobs in call centres, BPOs and medical transcription recruit young women in large numbers who so far used to remain jobless and hopeless. Increase in job opportunities has raised the self confidence and sense of independence among girls and women. By bringing them into workforce, globalization has given women the power to question the system that breeds poverty, exploitation and oppression. The mass production of labour saving devices like cookers, washing machines, microwave ovens etc. have served a lot in reducing the drudgery of women in their housewife roles. Globalization has given women a new identity, financial independence, freedom of expression as well as a remarkable social status.

High cost of living, high cost of education, increasing violence and lack of safety, increasing dowry demands, commodification of women's bodies, sex tourism, misuse of mobiles and internet, denigrating women's image in the media, overmedicalisation of women's bodies, depletion of environmental resources, the list of new challenges for the emancipation of women in the global world goes endless. Globally, of the 1.3 billion people living in poverty today, seventy percent are women. Privatization of education and health sectors has the worst impacts on women. It has become more difficult for women to get higher education especially quality professional education in Indian families. The withdrawal of state from the public health care and the mushrooming of private hospitals have made health care unaffordable for women, especially, the economically dependent rural mass. Feminization of poverty and feminization of employment are new phenomenon created by globalization. Because of deep rooted differences in gender roles and socio-cultural expectations, the impact of globalization is felt differently by men and women and by women belonging to different class, race and culture.

In spite of the accelerated women empowerment programmes going on in the country during the last two decades, there is continued inequality and vulnerability of women in all sectors of life. Education has always been considered as the most powerful instrument for social change. It was in this respect that the National Policy of Education, 1986 viewed education to play a positive interventionist role in the empowerment of women. Empowerment entails learning to deal with the forces of oppression along with conscious efforts to enhance the quality of life whereby women become agents of their own development. The efforts made by the government through its educational machinery have served to improve the educational qualifications of women but not their actual

conditions.

Now a days the Indian Higher Education System is strengthening its pursuit for meeting technological needs of the modern world at par with international standards. The thrust on Engineering, Management Studies and IT is essential to equip our youth to meet global needs. But this must not deny the need for components on social justice and peaceful living. Our education system while responding to the demands for technology at par with international standards, fail to respond to social concerns in a proper way. The formal education in our schools and colleges serves to impart the information and knowledge required to pass in the examination and very often fail to develop the skills and attitudes required for leading a successful life and peaceful coexistence. While on one side we have to augment the efforts for raising social consciousness and awareness creation aimed at gender equality, on the other side we have to evolve a curricular intervention that would equip our young girls and women to face the challenges of the patriarchal society in a bolder way, enabling them to live a life of respect and happiness. The curricular intervention should include the following components :

1. Self Awareness

From the time a girl child is born, whatever is said and done in the name of socialization by its various agencies, knowingly or unknowingly encourages the girl to be inactive, passive and dependent. It is quite difficult to make the girls unlearn this learned helplessness. Programmes that serve to boost up the self esteem and self confidence of girls must be started from the beginning of formal education. They must be enabled to identify the 'power within' regardless of the socioeconomic background they are born into. Girls must also be helped to select appropriate role models so as to facilitate their emancipation. Each and every girl must be taught that her life is not something that is to be sacrificed for wife and mother. Wifehood and motherhood should be equated with husband hood and fatherhood. Discovering one's identity including the strengths and weaknesses is the basic requisite for further emancipation. Every girl should realize the need to respect others along with demanding respect for her individuality from others. Appropriate gender role perception is to be developed among boys and girls from the early childhood days onwards.

2. Health and Sexuality

This component deals with physical, mental, spiritual and social health elements. Reproductive health and sexuality are areas that need careful intervention and support strategies. Basic lessons of sexuality must be included from the lower classes in a form which the kids are able to assimilate so as to prevent the abuse of little girls by the elders. Correct knowledge and proper attitudes towards sexuality are to be developed in them. Health and hygiene classes must be inevitable components of this programme. The anguish regarding rapid physical growth and appearance of secondary sexual characteristics must be properly addressed. Fear and superstitions about menstruation should be removed through proper awareness classes at the right time. Question box sessions conducted during adolescent training reveal instances of total ignorance and misunderstandings about sex and sexual behavior. The feelings regarding sex as a sin should not be allowed to develop in children. Adolescents must be made aware that the sexual urge and attraction to opposite sex are natural part of growing up about which they need not feel guilty and which need to be postponed and ignored through appropriate strategies of sublimation. .

3. Interpersonal Relationship

Girls need help in the building up and maintenance of effective interpersonal relations with family members, peers, teachers and all elders. Girls who in general are constantly devoid of a say in decision making at home and school are unaware of their freedom for expression. Shyness and silence on the other hand are rated as essential values of nobility by the patriarchal society. Our girls and other responsible persons fail to realize that this shyness and passivity very often invites troubles from the offenders. Effective communication is one of the most important requisites for success in modern life- whether it is personal or professional. Our youngsters must be taught to respect the opposite sex and to have healthy relationship with them, to mingle freely with them without the interference of the element of sex. At the same time girls must be made aware of the need to fix boundaries and limit themselves in all their relations so as to avoid chances of exploitation. Physical advances in the form of touching whether innocent or purposeful should be sensed from its intention, duration and location. Girl children at any age should not be allowed to sleep with men however close a relative he may be. From the very early years girls must be taught that their body is their own 'private space' and nobody should be allowed to enter this space without one's consent. A sixth sense must be developed in our girls and women to enable them to sense danger in the form of unhealthy advances into their 'physical/private space' so as to avoid unpleasant consequences. Assertiveness training to say 'No' in such instances is very much needed for young girls and grown up women alike. Reacting properly neither getting angry nor becoming aggressive or submissive is the best lesson to deal with violence.

4. Media Literacy

Several researches support the finding that, depictions whether good or bad, cruel or soft in the television can strongly influence the human mind which has a natural tendency to imitate whatever it is exposed to, especially in the magic box. Psychological theories of observational learning, emotional contagion and conditioning explain the process by which violence, negative portrayal and degrading images of women depicted in the visual media can have vulnerable impacts in shaping up the outlooks, attitudes and behaviours of men and women where women always are at the loser side. In this instance what is needed is developing awareness among men and women that whatever is depicted in the media need not be always true and real and hence should not be internalised and imitated as such. Instead they should be enabled to make a selective internalisation of the real and rejection of the unrealistic fantasies. Media literacy also includes the awareness for not being misguided by the representations given in the media and making a judicious and logical screening between what is acceptable and what is not acceptable.

5. Mobile Literacy

Now a days mobile has become a part and parcel of every individual, young and old, rich and poor, literate and illiterate, men and women. If judiciously used its merits outweigh its demerits to a great extent. But a lot of problems are emerging because of the misuse of mobiles by immature hands, with a heavy toll on women's privacy and security. Mobile literacy does not mean learning the skills to operate the mobile phones but learning to use the service of mobile phone facilities judiciously. Our girls must be taught to use it in a mature way, not being subjected to harassment and victimisation by the unsocial elements which sometimes may include their close friends, fellow passengers,

classmates or relatives. They should be taught how to ignore unwanted messages and phone calls and how to deal with instances of cyber crime and pornography.

6. Legal Literacy

There are good number of laws and provisions for safety and security of girls and women in the society. But the socialization process teaches the girls not to respond but to adjust and suffer in silence all unwelcome advances and atrocities directed against them. Along with assertiveness training they must be made aware of their legal rights and the way to make use of the legal provisions for their safety. Girls must be familiarised with the Child Marriage Restraint Act (1976), the Immoral Traffic Prevention Act (1956), the PNDT Act (1994), the Indecent Representation of Women (Prohibition) Act (1986), the Supreme Court guidelines that prevent Sexual Harassment (1997), the Dowry Prohibition Act (1961), the Maternity Benefit Act (1961), the Contract Labour Act (1970), the Protection of Women from Domestic Violence Act (2005) etc. Awareness on the Supreme Court guidelines that prevent sexual harassment and the Bill passed recently in the Parliament on 27th February 2013 along with the provisions in the Domestic Violence Act must be given to each and every woman of the state irrespective of their caste, class or literacy. Legal literacy has become a minimum requisite for a woman to live in the patriarchal society to protect her basic human rights. Along with a potent law, there should be effective conscientising of women to enable them break the walls of learned helplessness and learned hopefulness.

7. Soft Skill Development

Effective communication skills and interpersonal skills are highly valued in professional enhancement in the globalised society. Very often girls and women with high academic records lag behind boys and men in interview scores and recruitment just because of the lack of proper soft skills. Girls who very often are denied opportunities to express their opinions at home may find it difficult to pose their ideas effectively in larger groups outside. Restrictions on mobility and prohibition of interaction with outsiders affect their social skills to a great extent. Along with communication skills, awareness regarding social etiquette and skills to face interviews with confidence are to be nurtured among the girls. Proper body language is yet another aspect in which girls need special training.

IT training of appropriate levels must also be ensured to girls which may speed up their communication process along with boosting up self confidence and widening general outlook on life. It will improve the lives of girls and women by opening up opportunities from which they were previously excluded from.

8. Stress Management

Stress has become a part and parcel of modern life. Our youngsters must be familiarized with the various stressors well in advance and the strategies to cope up with them. Training in stress reduction techniques, practice of yoga and meditation etc., must be given to the girls. Merits and ways of effective time management and self discipline should be a part of this component. Girls must be helped to set realistic goals in their life. Group guidance and personal counseling facilities must be arranged for them in every educational institution. Facilities for mental health counseling should be provided to the non – school group with the help of NGO's and support of social welfare department.

9. Social Awareness

This component should be an eye opener to the youngsters to direct their visions to current issues and problems in the society, their causes and remedial measures. The violence and atrocities against women, children and marginalized sections must be discussed in detail so as to help the girls take adequate precautions and techniques of self defense. This will also help in solving the problem of alienation faced by girls who happen to come across any such event in their personal lives. An awareness on these aspects should be dealt in such a manner as not to develop fear but to build up courage and skills to face the challenges boldly. It is to be internalized by every girl that it is her birth right to live on this earth and that too with self respect and happiness, holding her heads high.

Instances of atrocities against women at home, workplace, roads etc. which are reported in newspaper and television should be made use for active discussion in women's groups with a view to develop timely alternative ways and means of self help at the face of problematic situations.

Responsibilities of youth in protecting the human rights of all concerned should be emphasized. Their role in the protection of environment and in ensuring universal peace and harmony must also be included in this component with a view to enhance the social commitment of our youngsters and to make them responsible citizens.

10. Value Foundation

In an age of materialism and consumerism value education forms an essential component of curricular intervention. Youngsters must be made aware of the impacts of materialism and hedonistic tendencies to which they are very likely to fall preys. The extreme pleasure seeking principle must be discouraged at any cost to ensure social health.

Love and respect for one's body must be nurtured as a value in girls. The significance of moral and spiritual values for a peaceful life must be emphasized. Even the beauty and worthiness of life is gradually disappearing from their minds. Responsible behaviors to the poor, disabled and marginalized should be encouraged as cherishable values in life which in turn would enhance the worthiness of individual self along with nurturing of social health.

In a highly complex and competitive world, components in the above ten aspects are to be included in the curriculum either as part of syllabus in the school and college levels or as co-curricular components provided at intervals. These components would facilitate the self empowerment of girls and women to a great extent. The components are equally applicable to boys also so that no gender segregation is needed while imparting the classes. But wherever the components need to be limited to one group, the opportunity must be extended to girls first, taking into consideration the implications of gender on empowerment of girls and women.

Orientation of Parents

This is yet another area to be focused in order to facilitate proper nurturing and development of girls. Being brought up in a patriarchal society and having internalized the traditional patriarchal values, parents may find it difficult to accept the changes required in their mindsets. Hence special orientation sessions are to be provided to both the parents at the school and college levels. Parental pressures make several talented girls give up their career aspirations and succumb to marriage at an early age. Very often by the time they finish their family building process their enthusiasm to

complete studies will be totally lost which will be followed by a life of frustration, or a life for the sake of children and husband. At a later stage several of them come to a realization that they have forgot to live for themselves and that they have sacrificed their aspirations for others. In order to avoid such a situation, parents must be made aware about the changing values in the changing times, the goals of women's lives and the necessity of economic independence to girls in the modern age.

Teacher Orientation

This is another area that needs utmost attention as the role of teachers in moulding the outlook of growing generations is very crucial. The gender bias in education visible in the objectives of education (especially at higher education level), enrollment (especially at postgraduation, Ph.D and professional education levels), retention (at all levels), content of texts (at school level), classroom practices (at school level), gender division of roles (at all levels), disciplinary practices (at school level), co curricular activities (at school level), time and space for leisure/ play (at all levels) are all directly and indirectly serving as blocks and barriers to women empowerment.

The teachers and educational administrators who are products of patriarchy are totally unaware of the need for gender equality and they happen to act as agents spreading patriarchal values. As far as teachers are concerned, their outreach impact is intangible and hence it is a matter of utmost significance that teaching community must have proper convictions regarding gender roles of men and women and the consequences of gender stereotypism and gender division of labour. Gender Studies components are to be included at TTC, B.Ed and M.Ed levels as a compulsory paper to enable prospective teachers to serve as social engineers and agents of gender equality and gender justice in the society. Such components must also be included as mandatory in the in- service teacher education programmes for school teachers and orientation programmes to college and university level teachers.

Role of Media

Everywhere the potential exists for the media to make a far greater contribution to the advancement of women. But in our country, the invisibility and inaudibility of women in society is perpetuated and enhanced by the print media especially the newspapers while the visual media acts as a stronger institution of patriarchy perpetuating the stereotypic images of women as housewives and mothers. Depicting derogatory images and objectification of women's bodies are common trends both in print and visual media. The media should facilitate the redefining of age-old cultural image of womanhood with the changing times so as to ensure better social health, peace and harmony via emancipation of the critical mass. In a society where strong son preference and aversion to girl child exists, the media should support the emancipation of the subjugated gender by portraying how improper socialization would make girls vulnerable to gender based violence and disorient them as economic liabilities and how proper socialization and timely investment in education would turn them out as assets to families.

The media has a missionary role to play by promoting the equal sharing of family responsibilities by both husband and wife and depicting non-stereotypic gender roles of men and women within the family. This in turn may prove useful in eliminating spousal and child abuse and all forms of violence against women including domestic violence. While highlighting the glory of motherhood the media has to disseminate the message of equal parenting by both spouses. Today mothering, home making

and caring for the old are all considered as sole responsibilities of women. Pleasant home experience where the man is equally involved in cooking, washing, cleaning and other household chores is a message that the media should take up immediately so to support gender justice.

Our girls need empowering examples of women achievers to inspire them as they live in a country where women are dwindling in numbers and abuse and discrimination are accepted as norms of masculinity. More of women leaders and successful career women are to be portrayed on how they manage work and family responsibilities as mother, as professional and as entrepreneurs with or without spousal help so as to provide role models to the youngsters.

Above all, what is mostly needed is to develop a notion that the responsibility of facilitating women empowerment should not be left aside as an agenda of women activists or NGOs but it should be treated as the collective responsibility of all men and women including the academicians, religious and political leaders, activists – both men and women and all social leaders, the media and the judiciary.

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PROBLEMS OF PUPIL TEACHERS IN RELATION TO FAMILY ENVIRONMENT

Dr. Nand Kishor Choudhary

Principal, Babe Ke College of Education, Daudhar Moga, Kerala

Email : drnkchoudhary20@gmail.com

Introduction

A family is regarded as the oldest determinant institution and roles a pivot role in shaping of human behavior. In this context , a family is a group of people affiliated by consanguinity, affinity or residence. Family provides the experience and adaptability for child for suitable to the society, that is called socialization. The role of family in human 's Life, is incredible. Sydney E. Gold rightly said, "Family is the the cradle in which the future is born and nursery in which new democratic social order is being Fashioned .The family is related to past through tradition but it is also related to the future through social responsibility and traits" According to Mac Iver , "Family is a group defined by a set relationship sufficiently precise and enduring to provide for the procreation and upbringing of children". According to Summer and Keller family is a miniature social organization ,including at least two generations and is characteristically formed upon the blood bond. Environment consists of surroundings and influences, whatsoever that are present when an event occurs .it refers to those forces ,situations stimuli that effect the individual from outside .Environment is, thus not a simple but a complex phenomenon consisting of numerous factors under one umbrella. Woodsworth and Marquis (1948) "Environment covers all the outside factors that have acted on the individual science he began life ." In the words of Grouter "Environment is any event or condition outside the organism that is presumed to influence or be influenced by person's development " The family environment possess certain consistency so that the impact of the same basic values ,individuals and materials and objects is felt over and over . Parental influence may not be felt in specific situation but the attitudes and ideas expressed day after day inevitably leave their mark . Family environment consists of family members, their attitude ,their personality their behavior, their inter-relationship etc. It is also comprises of the physical appearance of home ,home facilities ,ventilation ,quality of nutrition, family hygiene, parental education, occupation, their income and living standard etc. Family Environment Defined Newman and Newman 1981, Family environment is the first and perhaps the most enduring context for growth ,adjustment within the family means ,identifying with models, accepting values and playing out family roles ."Mos and Mos (1986) Family environment consists of 10 workings viz, cohesion, Expressiveness, Conflicts, independence, achievement. orientation, moral religious emphasis, organization and control." Ranhotra Kirandeep, S. (1996) Family environment is the complex of social and cultural conditions ,the combination of external extrinsic physical conditions that effect and influence the growth and development of the family ."

Consists the Extent of Existence the Three following Dimensions in Family Environment

- A) Relationship Dimension (i) Cohesion** – Degree of commitment ,help and support of family
(ii) Expressiveness – Extent to which family members are encouraged to act openly and express their

feelings and thought directly. **(iii) Conflict** – Amount of openly expressed aggression and conflict among the family members. **(iv) Acceptance and caring** – Extent to which members are in conditionally accepted and the degree of which caring is expressed in the family .

b) Personal Growth Dimension **(i) Independence** – Extent to which family members are assertive and independent to make their own decisions. **(ii) Active–Recreational Orientation** – Extent of participation in social and recreational activities .

(c) System Maintenance Dimension – **(i) Organizations** – degree of importance of clear organization structure in planning family activities and responsibilities. **(ii) Control** – degree of setting with in a family.

Need and Significant of the Study

Family Environment is one of the significant factors which decides the future of ETT students .Family Environment is one of the significant and important factors which decides the future of the pupil teachers. .Earlier studies were done on this area by various researchers some are described here . Thompson(2007) Found that Vulnerable Family Environment (poor family Functioning low social support and care give psychological stress)is an important predictor of personal's mental health needs. It also predicts them not having these needs met . Heiman (2008) found that there is need for additional social support for person with special need and accentuated the importance of developing awareness and invention programmes to facilitate persons copying abilities and their family interactions. Mohan, D. and Gnanadevan, R. (2009) Found that there is a significant relationship between family environment and professional ethics of teachers .The mail and female teachers differ significantly in their family environment . The family environment of female teachers is better than male teachers. Kaur Amandeep (2010) in her study revealed that there is a significant relationship between teacher effectiveness and family environment of secondary school teachers. Rani Geeta (2012) in her study there is a significant difference between social intelligence and family environment of male and female college students. Hence , it is a dominant factor. So the research of the family environment of pupil teachers becomes essential.

Demographic Variables used in the Study

The following were demographic variables used in the study.

1. Sex : Male and Female.
2. Residential Area : Urban and Rural.
3. Day Scholar / Hostellers.

Objectives

1. To study if there is any difference in the family environment of male and female pupil teachers.
2. To study if there is any difference in the family environment of pupil teachers from the urban areas and rural areas.
3. To study if there is any difference in the family environment of pupil teachers.

Hypotheses

1. There is significant difference in the family environment of male and female pupil teachers.
2. There is significant difference in the family environment of pupil teachers of the urban areas and in the rural areas.
3. There is significant difference in the family environment of pupil teachers of hostellers and day scholars.

Sample

Simple random sampling technique was used in the selection of the sample of as many as 100 pupil teachers. The sample was taken from the Colleges of Education District Moga.

Method

Normative survey method has been used in the present investigation to collect data from the pupil teachers studying in the B. Ed., M. Ed. and ETT (D. Ed.) courses in Education colleges of Moga. This method has been chosen as it seeks to obtain precise information concerning the current status of phenomenon and to draw valid conclusions from the facts discovered. Also, this method of research attempts to describe and interpret what exist at present in the form of conditions, practices, processes, trends, effects and attitudes. In brief, it is an attempt to analyze, interpret and repeat the present status of social institution or group. Hence normative method found to be the suitable method.

Tool Used

The family environment scale which was constructed and validated by Harpreet Bhatia and Chadha N. K. (1993) has been used in the study. This scale consists of 69 items in the forms of statements, some (41) are positive statements or some (28) are Negative. Every item has five options, namely 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', 'Strongly Disagree'. The responses of the subjects were scored by assigning numerical values or arbitrary weight to the two sets of items. The positive statements had the scoring as 5,4,3,2,1 for 'Strongly Agree' to 'Strongly Disagree', it had been reversed for the negative statement i.e. 1,2,3,4,5. An individual's score is the sum of all the scores of 69. The score ranged from 69 to 345. The scale used in this study in order to measure pupil teachers' family environment has construct validity. Also, the intrinsic validity found by the authors of this tool was 0.90 (Bhatia Harpreet and Chadha N. K., 1993) the reliability was found to be 0.81 by the split-half technique, the investigator had also found the reliability of the tool as 0.85 and the intrinsic validity as 0.92. Thus the family environment has validity and reliability.

Statistical Techniques :

The description of the statistical techniques used in the present work has been given as under: Description Analysis – it involves computing of measures of central tendency such as the Mean and the measures of variability such as Standard deviation. Differential Analysis in order to realize the formulated objectives for the family environment of the pupil teachers, the t-test of significance was used. The suitable null hypotheses and all null hypotheses are tested at 0.05 and 0.01 both levels of significance.

Limitation of the Study

The study has been limited only B. Ed., M. Ed. and ETT (D. Ed.) teachers trainees. The area was also restricted only Moga District of Punjab Province in India. The study did not include distance mode pupil teachers it is limited only Face to face mode Programme .

Table 1. Showing the Mean Scores of Home Environment between Male and Female Pupil Teachers

Group	N	Mean	S.D	t- value	Level of significance
Male Pupil Teachers	50	56.16	4.36	1.19	Not significant
Female Pupil Teachers	50	54.03	7.54		

Table 1 indicates that the mean scores of home environment of 100 male and female pupil teachers are 56.16 and 54.03 . The calculated t- value of home environment between male and female pupil teachers was 1.19. Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68, as calculated value 1.19 was very less than table value. Therefore difference was insignificant at 0.05 level So Hypothesis 5 “There will be no significant difference of home environment between male and pupil teachers” is rejected.

Table 2. Mean Scores of Home Environment between Urban and Rural Residing Pupil Teachers

Group	N	Mean	S.D	t- value	Level of significance
Urban Pupil Teachers	50	55.16	9.98	1.13	
Rural Pupil Teachers	50	54.23	7.06		

Table 2 indicates that the mean scores of home environment of 100 urban and rural residing pupil teachers are 55.16 and 54.23. The calculated t- value of home environment between urban and rural residing pupil teachers was 1.13. Table value Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68, as calculated value 1.13 was very less than table value. Therefore difference was insignificant at 0.05 level So Hypothesis 5. “There will be no significant difference of home environment between urban and rural pupil teachers” is rejected.

Table 3. Mean Scores of home environment between hostellers and day scholar pupil teachers.

Group	N	Mean	S.D	t- value	Level of significance
Hostellers Pupil Teachers	50	56.02	6.86	1.21	
Day scholars Pupil Teachers	50	54.13	8.54		

Table 3 indicates that the mean scores of home environment of 100 hostellers and day scholar pupil teachers are 56.02 and 54.13. The calculated t- value of home environment between hostellers and day scholar pupil teachers was 1.21. Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68, as calculated value 1.21 was very less than table value. Therefore difference was insignificant at 0.05 level So Hypothesis 5 “There will be no significant difference of home environment between hosteller and day scholar pupil teachers.” is rejected.

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EFFECTIVE INSTRUCTION BETWEEN DISTANCE AND TRADITIONAL LEARNERS - A COMPARATIVE STUDY

Gokul ch. Patra

Research Scholar, Department of Education, University of Kalyani, Kalyani, West Bengal,
E-mail: gokuledcn@gmail.com

Abstract

As we enter the 21st century Distance education it provides equal educational opportunities for higher education for a large segment of the population, including those in employment, women (including housewives) and adults who wish to upgrade their education or acquire knowledge in various fields of study. And Effective instruction is most important for teaching learning system in educational research. Both the distance and traditional learning should be multidimensional. But the reality is not like that. In most where rote memorization is the only way to success. Good instruction consists of a joint usage of several instructional methods with different effects on single characteristics of students. The present study was conducted on that direction to highlight the instructional effectiveness of distance and traditional approaches and its effect of the learners for having better quality.

Introduction:

Distance education is emerging in a wide range of domain in India. But simultaneously there are not well managed systems which can control the quality education in both the distance as well as traditional education system. The people can only manage a complex procedure in the traditional and distance mode of education, when they are well equipped. Such a vision can build the actual quality assurance activities in traditional and distance mode of learning. These activities are based at the best on a model of good or effective instruction. The question of what makes instruction effective has been in the focus of educational and psychological research for decades. It is obvious and helpful for instructional practice that research results are reviewed from time to time.

Objectives:

- To study the Instructional Effectiveness between Distance and Traditional learners.
- To Compare Instructional Effectiveness between Distance and Traditional learners graphically.
- To compare Instructional Effectiveness in Distance and Traditional learners with respect to their dimension.

Methodology: The present study is based on survey type. Two groups of students one from distance mode and another from traditional mode selected for study at P.G. level. The researcher selected his sample through purposive sampling. Total collected data are 600 out of which 400 samples, 200 students are taken randomly in each group for graphically analysis same 400 students used for the construction of graph.

Study Regarding Instructional Effectiveness:

The key elements of instructional effectiveness include:

- ✓ Ability to deal with critical situations or circumstances in the class;
- ✓ Competency in areas such as teaching, planning, working with other instructors as peers in developing programmes and assessing productivity;
- ✓ Meeting the legitimate needs of the classes immediate students and community;
- ✓ Effective time management

Instruction motivates students if attention is aroused, the relevance of the contents is shown, the self-confidence is strengthened, and satisfaction with the results of learning is achieved. In respect to emotion, instruction should decrease negative feelings (above all fear, envy, and anger) and increase positive feelings (above all sympathy and pleasure). Multiple support means that the methods for influencing cognitive, motivational, and emotional processes should be applied in a way that these methods are complementary to each other and do not disturb the effects of the other methods.

Ref: Journal of Instructional Psychology, March, 2005 by Hermann Astleitner Trends, technology, teaching and learning: Reflections and perspectives.

Good Instruction requires the following points-

- Good relationship with the teacher.
- Clear expectations.
- Hands-on activities.
- Assignments related to real life. ----- *Source: Walsh & Sattes, 2000.*

In a review of studies on the impact of support the Search Institute found that a caring both traditional and distance mode are associated with Academic Achievement both in qualitative and quantitative way with the help of following points:

- Higher grades,
- Engagement,
- Attendance,
- Expectations and aspirations,
- Sense of scholastic competence,
- Fewer school suspensions,
- On-time progression through grades (19 studies).

Distance Education:

- To provide opportunity to those who have missed the opportunity of taking advantage of conventional mode of learning.
- To provide flexibility with regard to eligibility for enrolment, age of entry, choice of courses, methods of learning, conduct of examinations and operation of the programme.
- To complement the programs that existing Universities in the country, in the field of higher

learning so as to maintain the highest standards on par with other institutions in the country.

- To promote integrity in the country through its policies and programs.
- To offer degree courses, diplomas and post graduate programs for the benefit of the working population in various fields and for the benefit of those who wish to enrich their lives by studying subjects of cultural and aesthetic values.
- To make provision for research and advancement and dissemination of knowledge.
- To serve as a source of continuing education, consultancy and to provide equal access to knowledge and higher education.

Distance Education is inherent with certain flexibility and allows a distant learner to pursue any degree, anytime, anywhere convenient to the learner.

- Flexible in terms of Age.
- Flexible in terms of Study Center.
- Flexible in terms of Time limit.
- Flexible in terms of Examinations.

Distance Mode Vs Traditional Mode:

Without exception, effective distance education programs begin with careful planning and a focused understanding of course requirements and student needs. Appropriate technology can only be selected once these elements are understood in detail. There is no mystery to the way effective distance education programs develop. They don't happen spontaneously; they evolve through the hard work and dedicated efforts of many individuals and organizations. In fact, successful distance education programs rely on the consistent and integrated efforts of students, faculty, facilitators, support staff, and administrators.

Good distance teaching practices are fundamentally identical to good traditional teaching practices and "those factors which influence good instruction may be generally universal across different environments and populations".(Wilkes & Burnham, 1991). Because distance education and its technologies require extensive planning and preparation, distance educators must consider the following in order to improve their effectiveness (Schlosser & Anderson, 1994) :

Instructional Effectiveness Scale:

In this study the researcher constructed the Instructional Effectiveness Scale. At first the items were constructed after searching the review of literature. Then the questionnaire was applied on selected samples of university students of traditional and distance mode.

Dimensions of Instructional Effectiveness Scale:

This research is identified as "process-product studies". Lowyck, quoted by Weeda (1986) summarises variables which emerged "strongly" in various studies:

- **Clarity:** Clear presentation adapted to suit the cognitive level of pupils.
- **Flexibility:** Varying teaching behaviour and teaching aids, organizing different activities etc.
- **Enthusiasm:** Expressed in verbal and non-verbal behaviour of the teacher.

- **Task related and/or business like behaviour:** Directing the pupils to complete tasks, duties, exercises etc. in a businesslike manner.
- **Criticism:** Much negative criticism has a negative effect on pupil achievement.
- **Indirect activity:** Taking up ideas, accepting pupils' feelings and stimulating self-activity.
- **Providing the pupils with an opportunity to learn criterion material:** A clear correspondence between what is taught in class and what is tested in examinations and assessments.
- **Making use of stimulating comments:** Directing the thinking of pupils to the question, summarising a discussion, indicating the beginning or end of a lesson, emphasizing certain features of the course material.
- **Varying the level** of both cognitive questions and cognitive interaction.

Recent reviews and the Observation Categories of the Dutch Inspectorate (2006) The results of this review, in the sense of a listing of the most important effectiveness enhancing teaching conditions are presented in the table below :

Effectiveness Enhancing Teaching Conditions

Relevance	Opportunity to learn Curriculum alignment
Time	Learning time
Structure	Structured teaching Stimulating engagement Monitoring and questioning Feedback and reinforcement Modelling learning/self-regulation
Classroom environment	Task-oriented climate Mutual respect Orderliness, safety
Teacher characteristics	Subject matter mastery Verbal intelligence Teaching repertoire Achievement orientation

Researcher identified six dimensions of effective instruction through meta- analysis of various type of literature review:

Dimensions of Effective Instruction

Code Number	Instructional Effectiveness Dimension
A	Time management
B	Feedback
C	Strategy
D	Mastery of the subject matter
E	Organization
F	Teacher-student relationship

Each item of the inventory is provided with five alternatives. Responses are obtained on the questionnaire itself. There is no time limit but generally 30 minutes have been found sufficient for responding all the items. Instructions for the time of administration of the inventory are also given on the questionnaire.

Validity of the Tools: The present questionnaire which had been constructed by the investigator certainly ensured high content validity, because it adequately covered the content and objectives of the present research. It is important to note that the content validity of the questionnaire had been done on the basis of careful analysis by a number of scholars and subject experts.

Reliability of the Tools: Present study the researcher used Test-Retest method to determine the reliability of the tool. Instructional Effectiveness = 0.87.

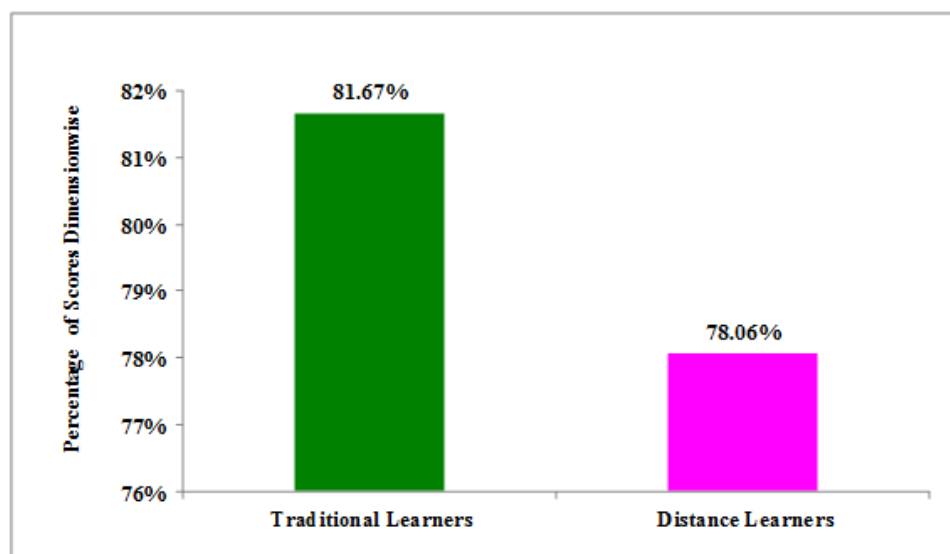
Graphically represent of the data:

Graphical analysis of instructional effectiveness has been presented for distance and traditional learners in a comparative way so that necessary conclusion can be taken from graphical presentation.

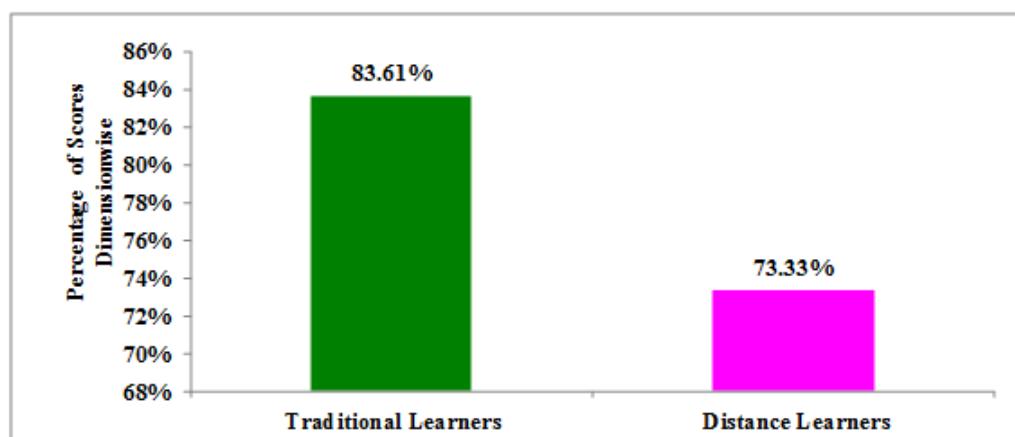
Dimension-wise Comparison of Traditional Learners and Distance Learners:

INSTRUCTIONAL EFFECTIVENESS SCALE:

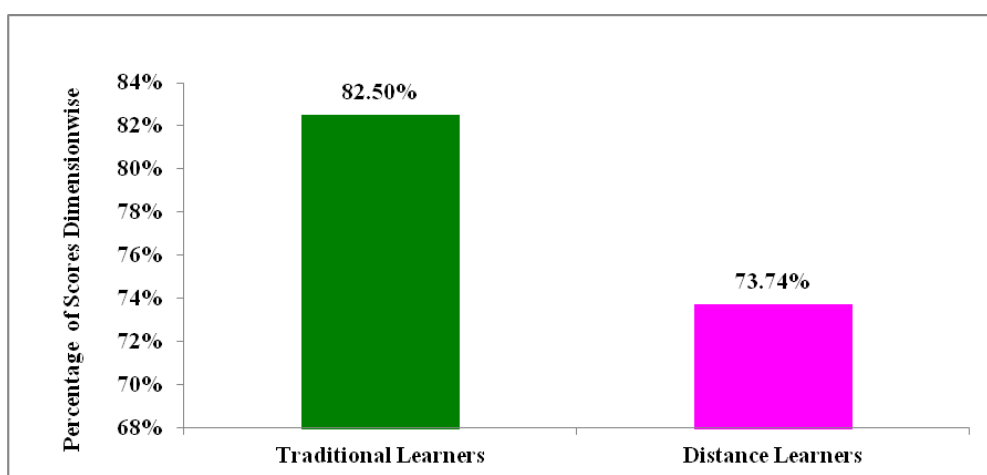
1) Time Management:



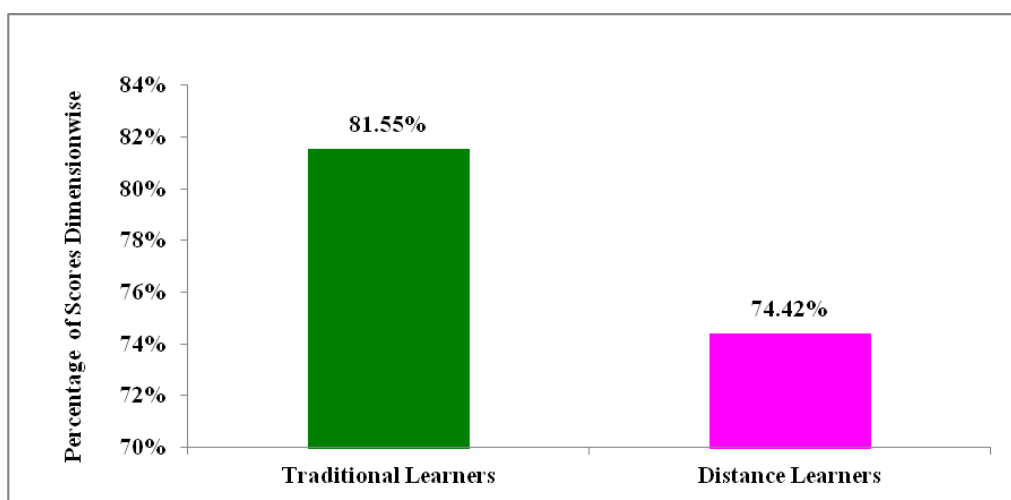
From the graph it is observed that 81.67% traditional learners considered time management as a dimension of instructional effectiveness and in the reverse 78.06% distance learners thought time management as a dimension of instructional effectiveness. The percentage of traditional learners was somewhat greater but at the same time distance learners also showed a huge percentage on time management as a dimension of instructional effectiveness scale.

2)Feedback:

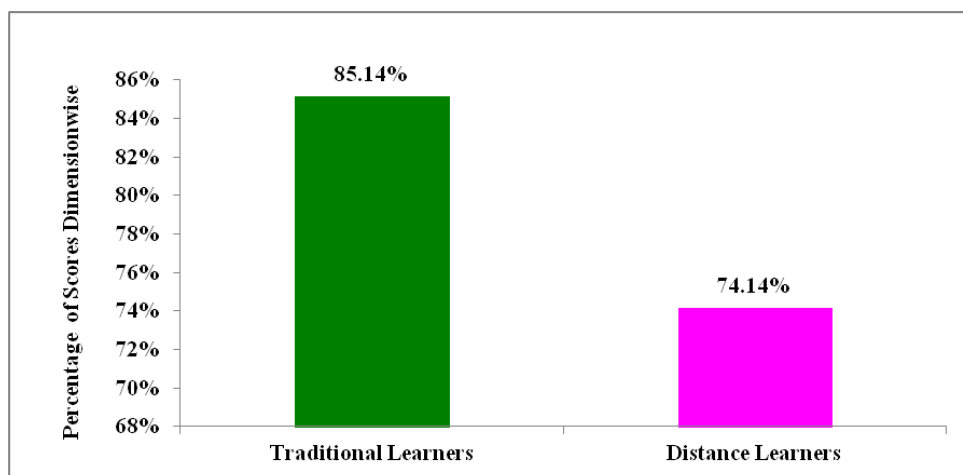
From the graph it is observed that 83.61% traditional learners considered feedback as a dimension of instructional effectiveness and in the reverse 73.33% distance learners thought feedback as a dimension of instructional effectiveness. In case of feedback, traditional learners in the usual way had greater percentage.

3) Strategy:

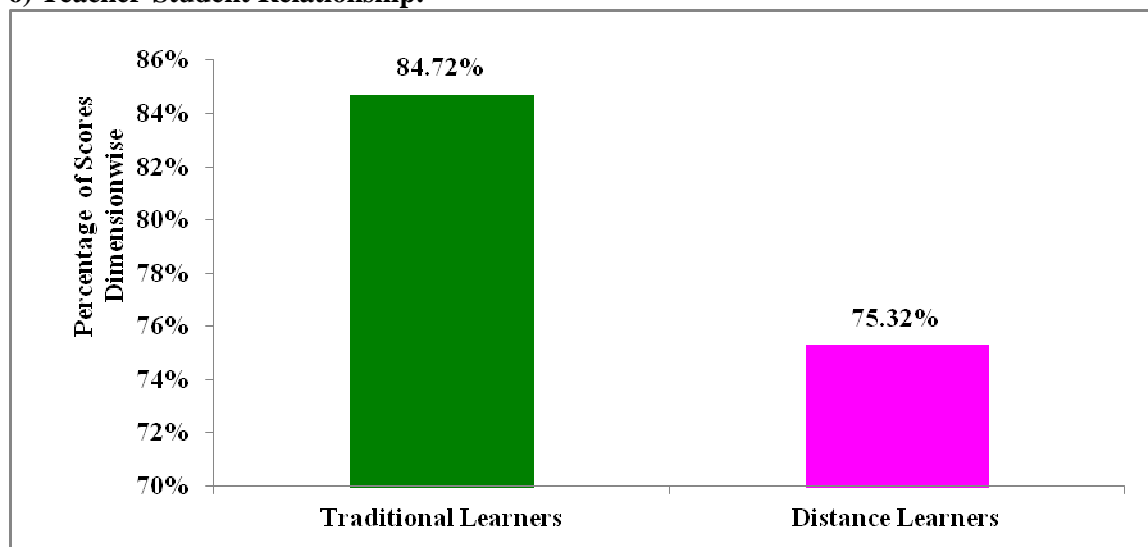
From the graph it is observed that 82.50% traditional learners considered strategy as a dimension of instructional effectiveness and in the reverse 73.74% distance learners thought strategy as a dimension of instructional effectiveness. The percentage of traditional learners was somewhat greater but at the same time distance learners also showed a huge percentage on strategy as a dimension of instructional effectiveness scale.

4) Mastery of the Subject Matter:

From the graph it is observed that 82.50% traditional learners considered mastery of the subject matter as a dimension of instructional effectiveness and in the reverse 73.74% distance learners thought mastery of the subject matter as a dimension of instructional effectiveness. Information regarding mastery of subject matter showed traditional learners performed significantly better than traditional learners.

5) Organization:

From the graph it is observed that 85.14% traditional learners considered organization as a dimension of instructional effectiveness and in the reverse 74.14% distance learners thought organization as a dimension of instructional effectiveness. It was observed that in case of organizational aspect, traditional learners were more capable than distance learners.

6) Teacher-Student Relationship:

From the graph it is observed that 84.72% traditional learners considered teacher-student relationship as a dimension of instructional effectiveness and in the reverse 75.32% distance learners thought teacher-student relationship as a dimension of instructional effectiveness. The percentage of traditional learners was somewhat greater but at the same time distance learners also showed a huge percentage on teacher student relationship as a dimension of instructional effectiveness scale..

Findings: From Graphical Consideration

1) Time Management: From the graph it is observed that the percentage of traditional learners (81.67%) was somewhat greater but at the same time distance learners (78.06%) also showed a huge percentage on time management as a dimension of instructional effectiveness scale.

2) Feedback: From the graph it is observed that the feedback dimension of traditional learners (83.61%) in the usual way had greater percentage from the Distance learners.

3) Strategy: From the graph it is observed that the percentage of traditional learners (82.50%) was somewhat greater but at the same time distance learners also showed a huge percentage (73.74%) on strategy as a dimension of instructional effectiveness scale.

4) Mastery of the Subject Matter: From the graph it is observed that the information regarding mastery of subject matter showed traditional learners (82.50%) performed significantly better than Distance learners (73.74%).

5) Organization: From the graph it is observed that it was observed that in case of organizational aspect, traditional learners (85.14%) were more capable than distance learners (74.14%).

6) Teacher-Student Relationship: From the graph it is observed that the percentage of traditional

learners (84.72%) was somewhat greater but at the same time distance learners(75.32%) also showed a huge percentage on teacher student relationship as a dimension of instructional effectiveness scale.

Conclusion:

The investigator in his study has tried to revise thoroughly the application of the Instructional effectiveness through a standardized questionnaire. This task would help the teachers, educational thinkers, Educational planners and specialists to know the deficiencies of the present system of improving traditional and distance mode. Moreover, this study will help to facilitate Instructional effectiveness in distance and traditional mode for their betterment. In the present time importance of distance mode has been gradually increasing but it is observed from the result maturity of the system both for distance mode and traditional mode are not satisfying enough almost all the points we consider. But in globalized pattern of Education system it is mandatory the quality of Education in both the system. Actually both the system is complementary and necessary arrangements to be initiated for their upliftment.

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